AB

MINISTRY OF EDUCATION AND TECHNICAL EDUCATION
وزارة التربية والتعليم والتعليم الفني

KG2

# Connect Plus

## Term 1

## Activity Book

Name: ..............................................................

School: ..............................................................

Class: ..............................................................

Year: ..............................................................

KG2




# Connect Plus

## Activity Book

## Term 1



Wendy Cherry

# Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect Plus*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

## A Word from the Minister of Education and Technical Education

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future. The transformation of the Egyptian citizen is Egypt's national project for the years to come and it is the only safeguard for a prosperous future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media institutions. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

**Dr. Tarek Galal Shawki**
**Minister of Education and Technical Education**

# Contents

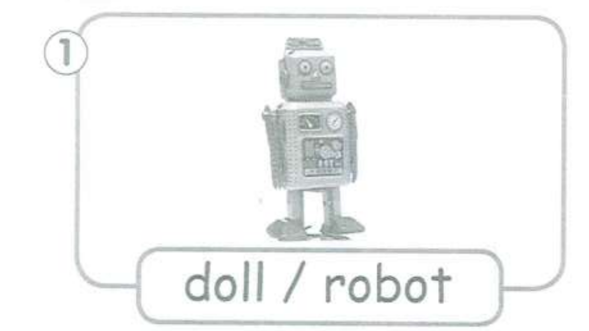


# Let's remember



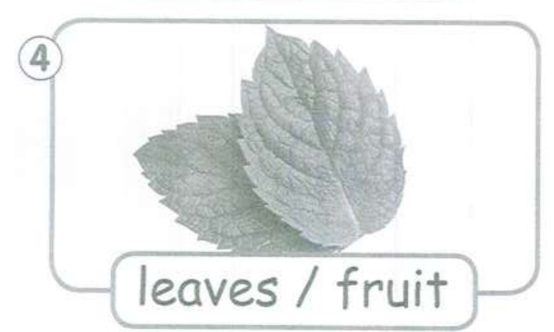



## 1 Look, read and circle

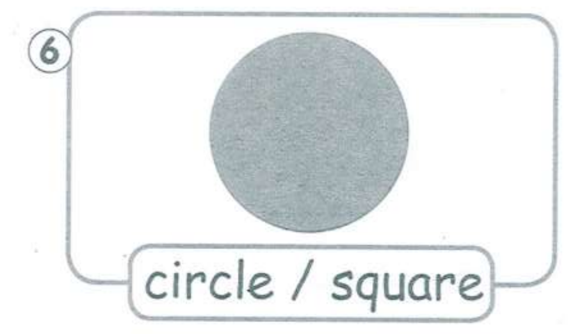
1 
doll / robot

2 
apron / cap

3 
hen / rabbit

4 
leaves / fruit

5 
bicycle / bus

6 
circle / square

7 
hand / foot

8 
child / adult

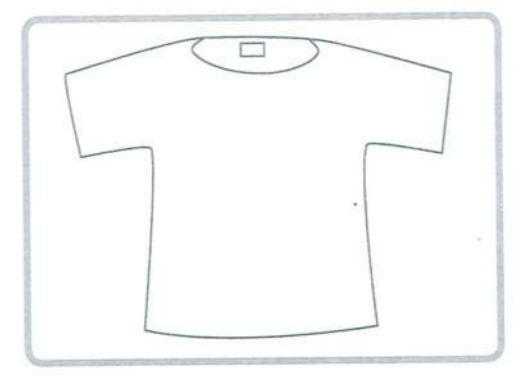
9 
windy / rainy



## 1 Read, trace and match



## 2 say

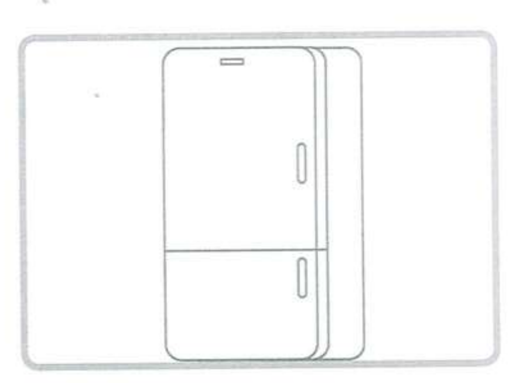


























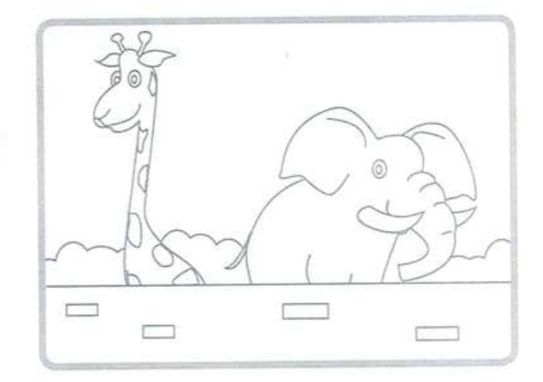












Toys

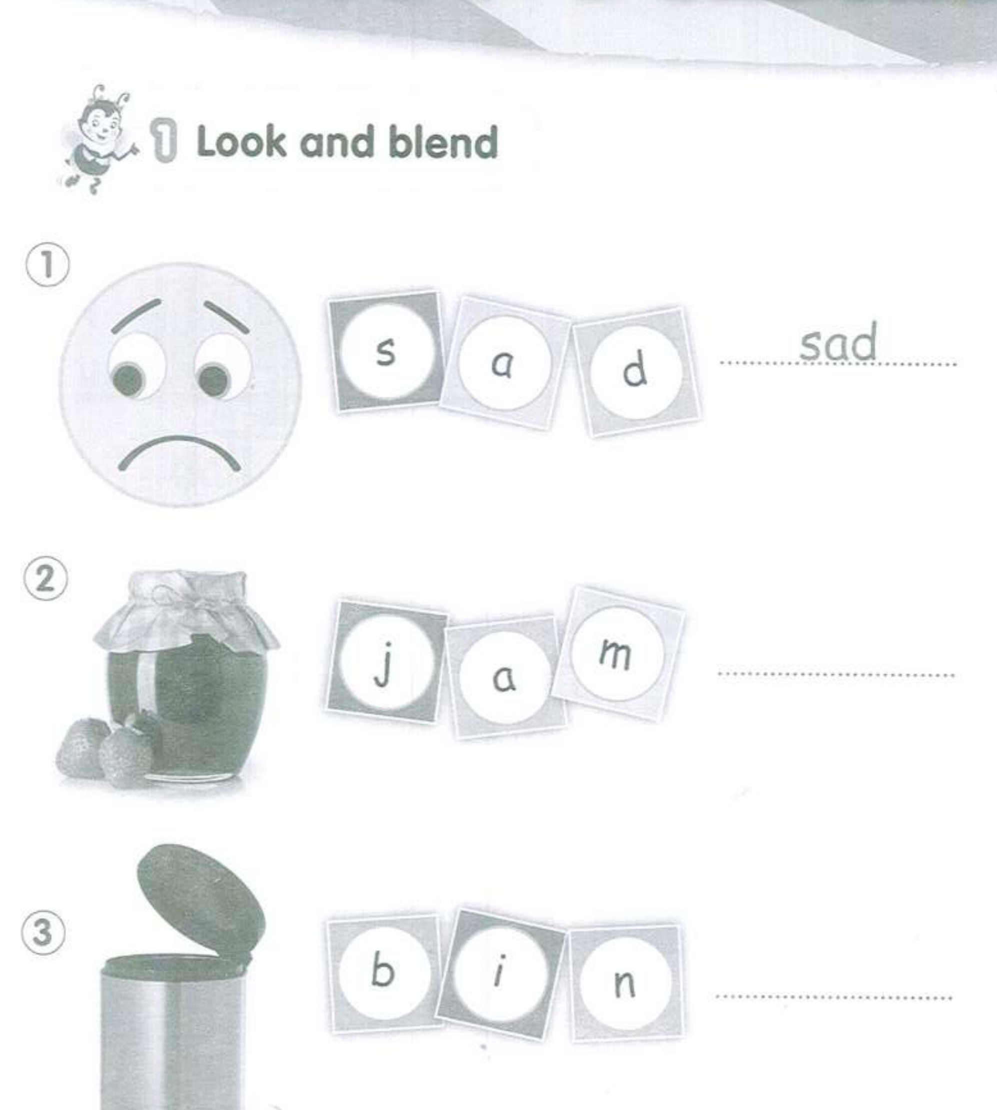
Animals



# Let's remember



## 1 Look and blend




① sad
②
③

## 2 Write and say

④ c a p ..........
⑤ h o p ..........
⑥ r u n ..........
⑦ n e t ..........



## 1 Read and choose



## 2 Write and match

travels    wood    monkey    carrots    wears

① The plane is made of ................................ .

② There are six ................................ .

③ At school, he ................................ a uniform.

④ A ................................ eats bananas.

⑤ A car ................................ on land.



# Theme 1 :



# Who am I?







1 Look, read and match


2 Listen and check


3 Color

1

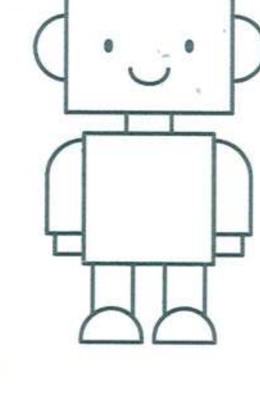

2


3


4


5


6


7


six

Adam

Dina

blue

red

robot

teddy bear

# How old is she?

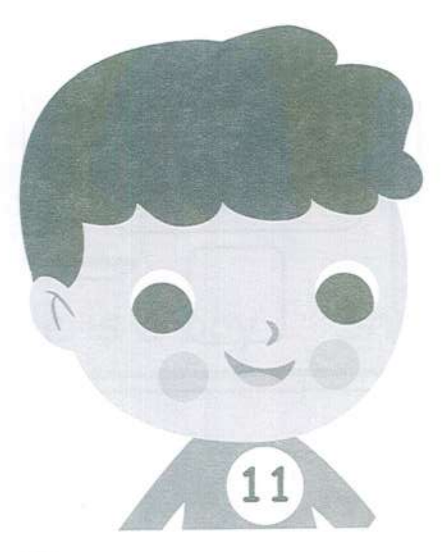


1 Look, write and say













① He is ______ years old.

② She is ______ ______.

③ He ______ ______.

④ ______ ______.

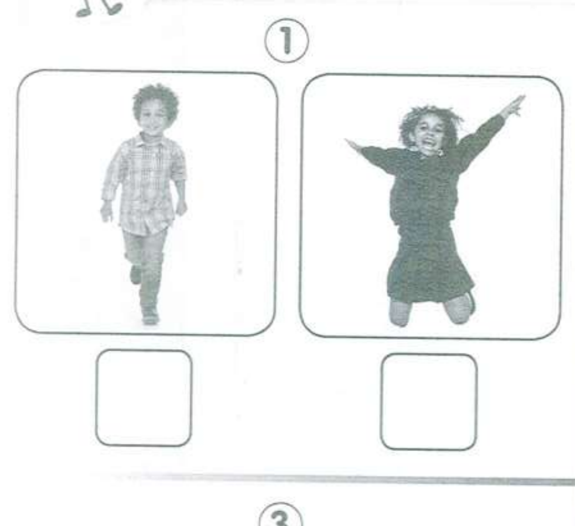



# I can hop

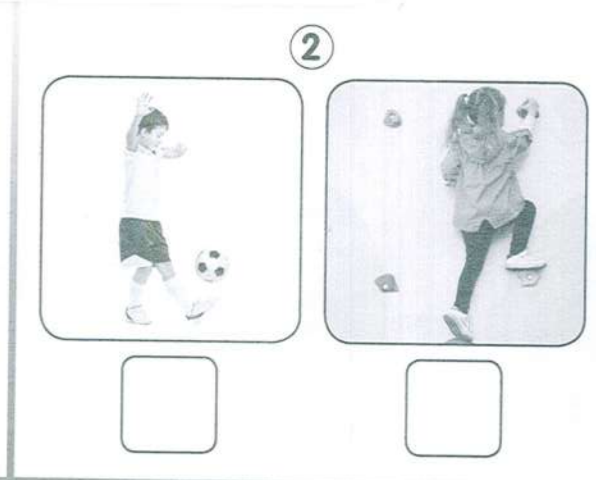


## 1 Listen and choose. Then point and say

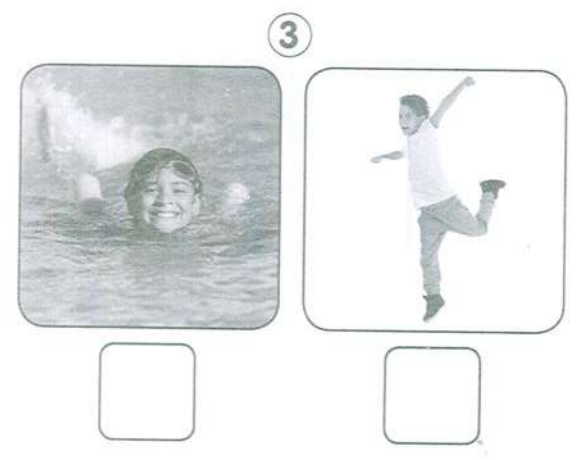
①



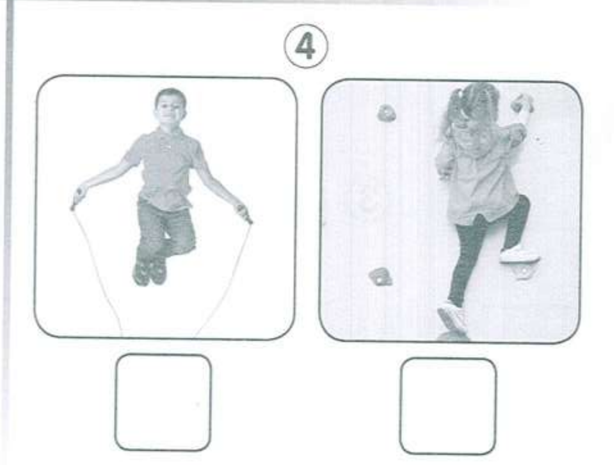
②



③



④





## 2 Look, write and say



① He can ______________.



② She can ______________.




# He/She is ...



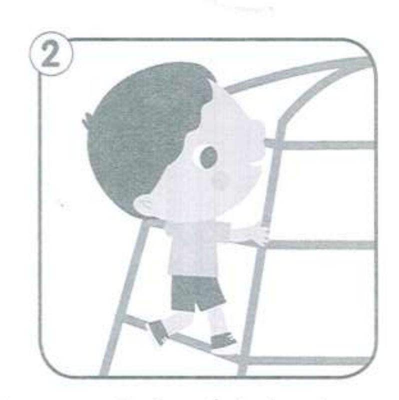
**1 Read and circle**



**2 Role-play**



She is a girl. / He is a boy.



She is a girl. / He is a boy.



She is a girl. / He is a boy.



She is a girl. / He is a boy.



She is a girl. / He is a boy.



She is a girl. / He is a boy.



She is a girl. / He is a boy.

**Language:** *He is…/She is…*

# Families are different!







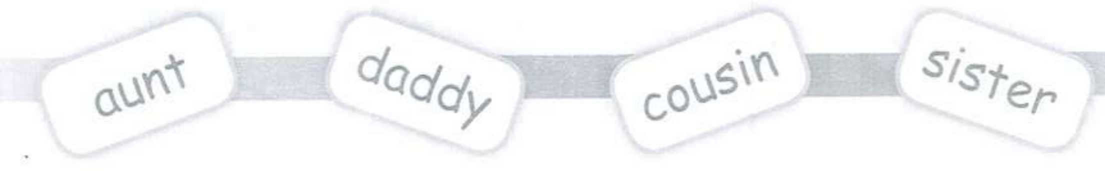

1 Draw and write

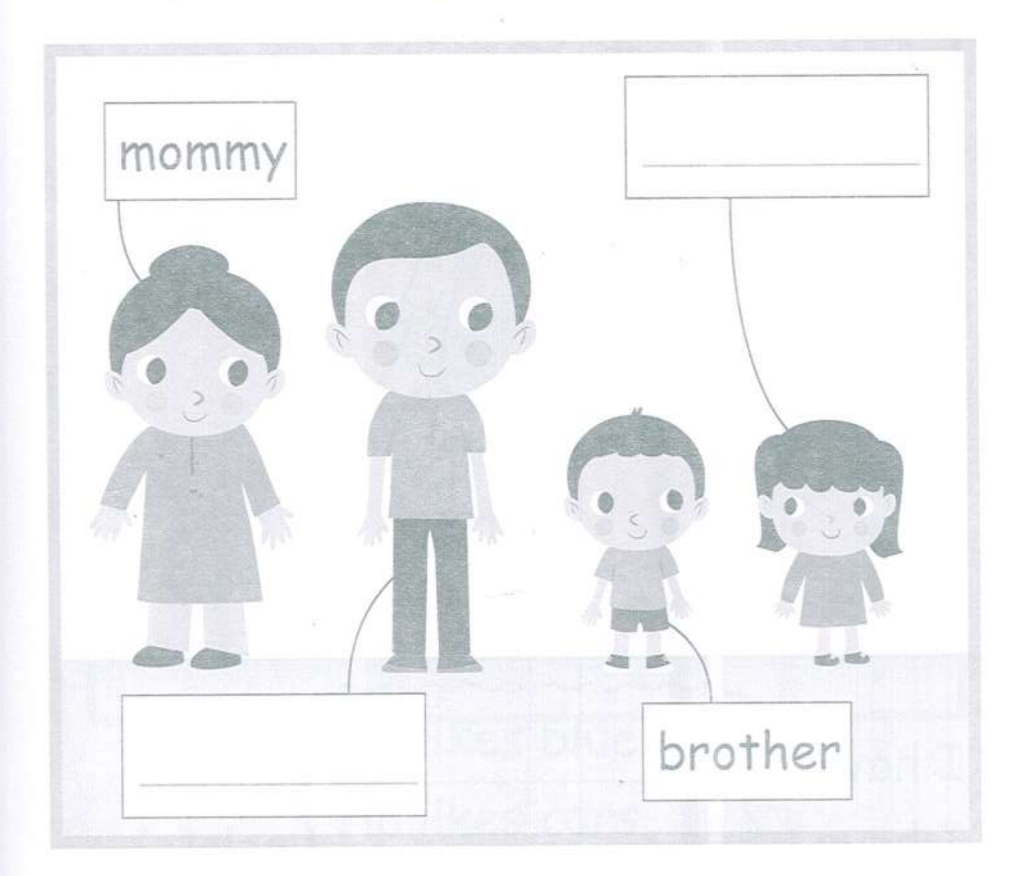
My family

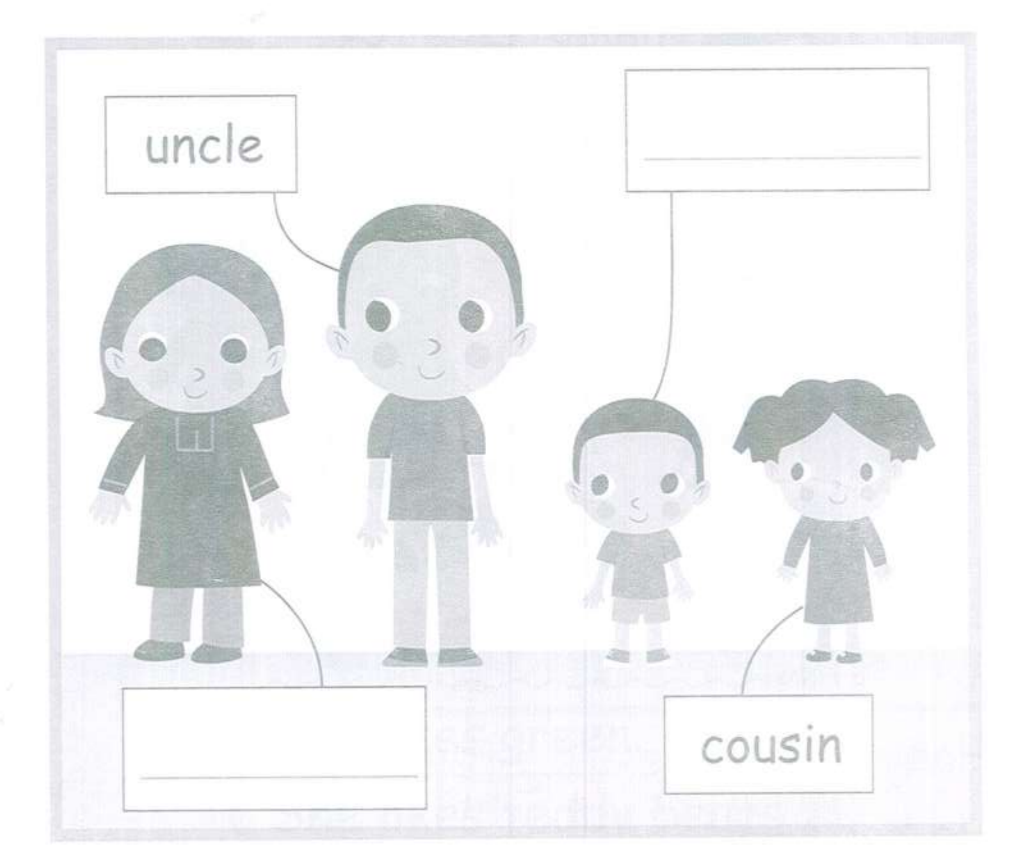
I have ______ brother(s) and ______ sister(s).



## 1 Look and write. Then point and say




**Language:** *He is my… / She is my…*

# My family








1 Look, read and complete

aunts uncle cousins




Hany has three ______________________ .

He has two ______________________ .

He has one ______________________ .

2 Draw and write about yourself

I have ______________________ aunt(s).

I have ______________________ uncle(s).

I have ______________________ cousin(s).





# 1 Read, color and draw





He likes blue.
He likes cars.
He likes apples.

She likes green.
She likes teddy bears.
She likes salad.




# Kk Ww Learn sounds with Busy Bee



1 Listen and match. Then trace and say










kick Kareem book web Wael cow



a b c d e f g h i j k l m n o p q r s t u v w x y z



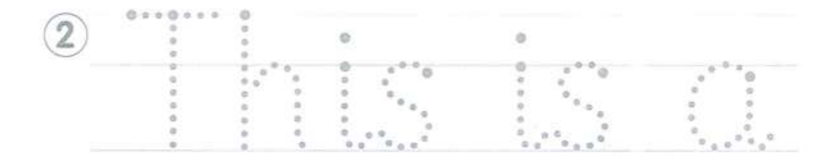


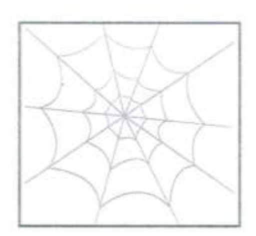

1 Trace and write

monkey | web | kick | wet

① 




② 

③ 




④ 



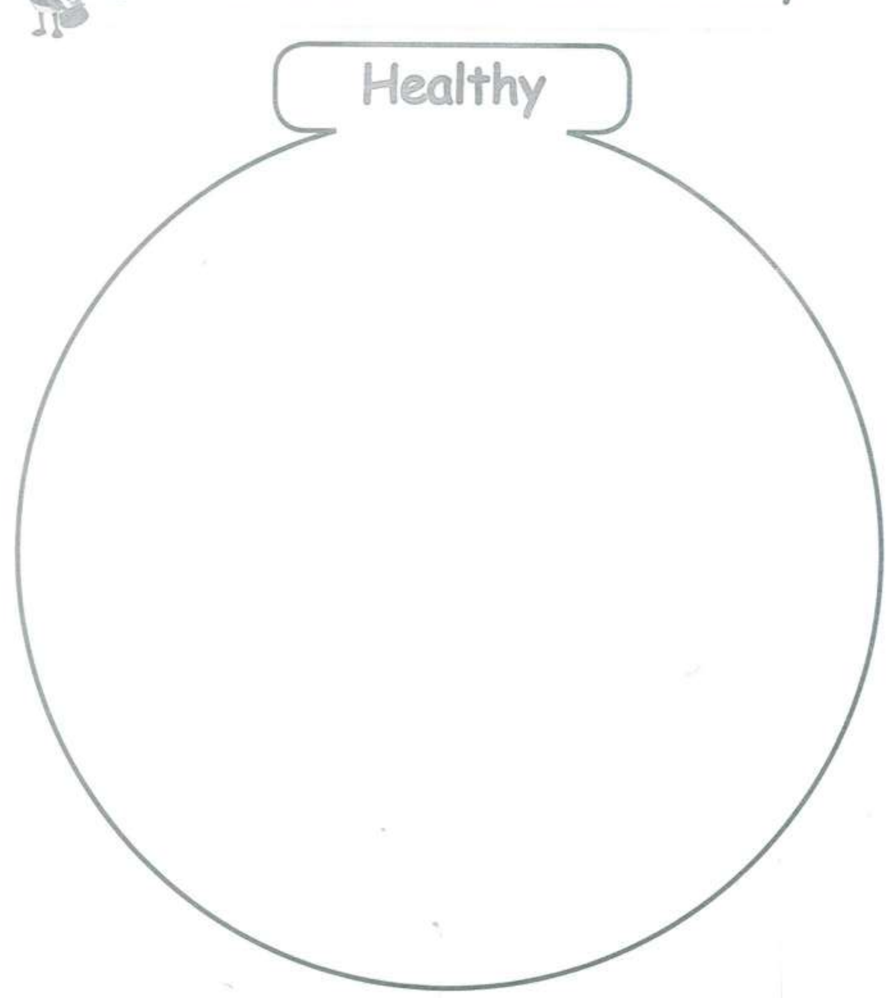

ABCDEFGHIJKLMNOPQRSTUVWXYZ




# Exercising is healthy!



**1** **Cut and color. Then stick and say**




Unhealthy

**Language:** *This is healthy / unhealthy.*



# The same or different?



1 Look, trace and say





| | | | | | |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
| same / different | same / different | same / different | same / different | same / different | same / different |

# A picnic



## 1 Read and circle



① Adam and Dina are in the **park / house.**



② Amir has hurt his **arm / leg.**



③ Amir **can / can't** run.

④ Amir **can / can't** climb.



⑤ Amir can **jump rope / kick the ball.**



# A picnic



**1 How does Amir feel? Look, color and trace**

①







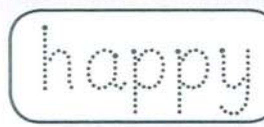



sad

②













③










sad

# An action spinner






1 Draw and write

This is me. I can ____________ .



2 Draw or stick and share

This is me and my spinner.

# Show and tell








1 Draw and write

My favorite animal is ____________ .

2 Think and color

Unit 1

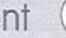






3 Color and stick

Unit 1

Teacher assessment  

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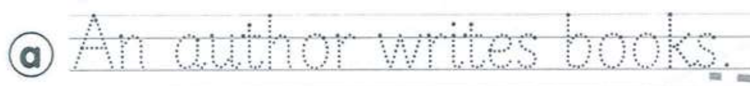
# Unit 2 My community

## 1 Look, match and say

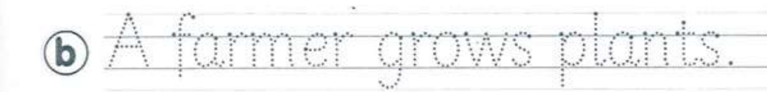




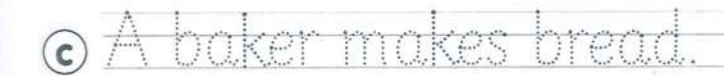
## 1 Read and trace



ⓐ An author writes books.



ⓑ A farmer grows plants.



ⓒ A baker makes bread.

ⓓ A firefighter puts out fire.

ⓔ A doctor helps sick people.

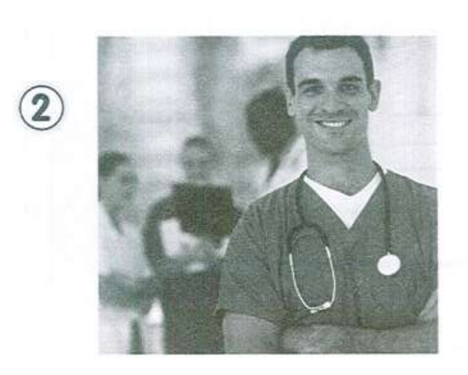
ⓕ A scientist does experiments.



## 2 Match

① 

④ 

② 

⑤ 

③ 

⑥ 

# This is my house

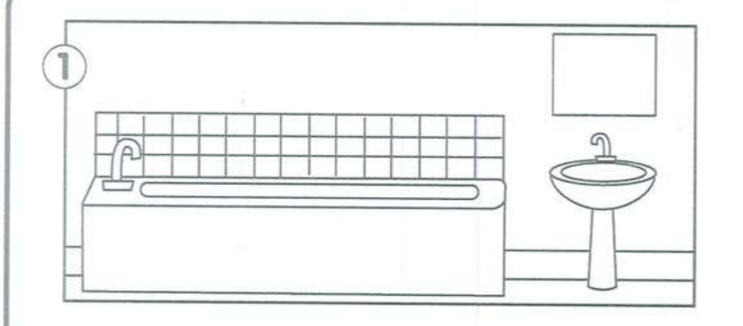


1 Look and write

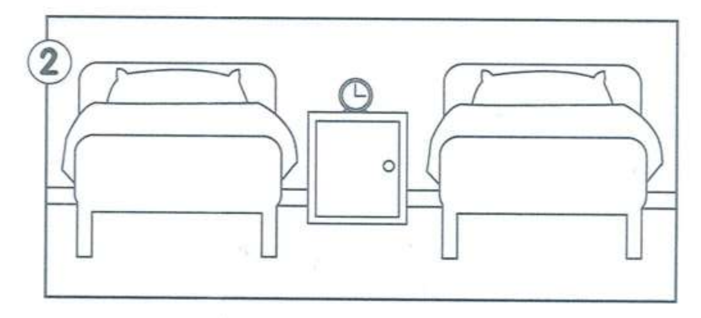


2 Color

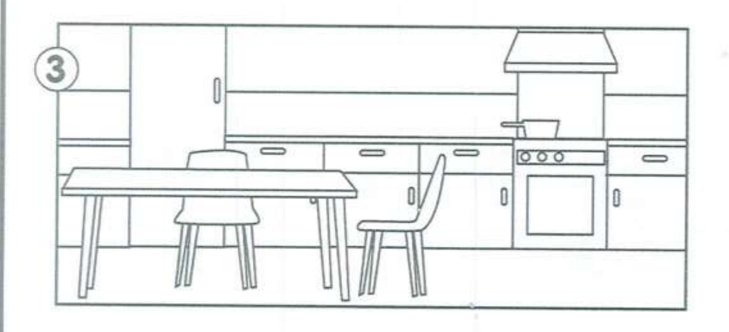
kitchen bedroom living room bathroom



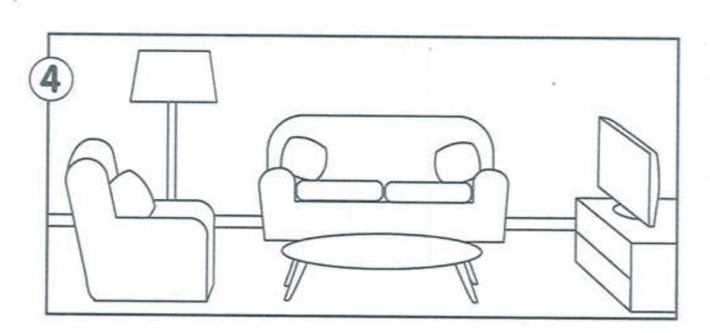
This is my ______________.



This is my ______________.



This is my ______________.



This is my ______________.




# This is my street



1 Trace and match

① This is my street.

② This is my village.

③ This is my city.

④ This is my country.









a b c d

## 1 Read and draw





This is my house. I live here.



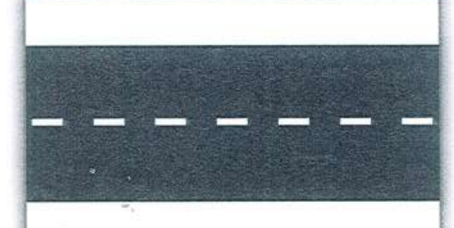

# My street map



## 1 Think and draw



My house



My street



My tree



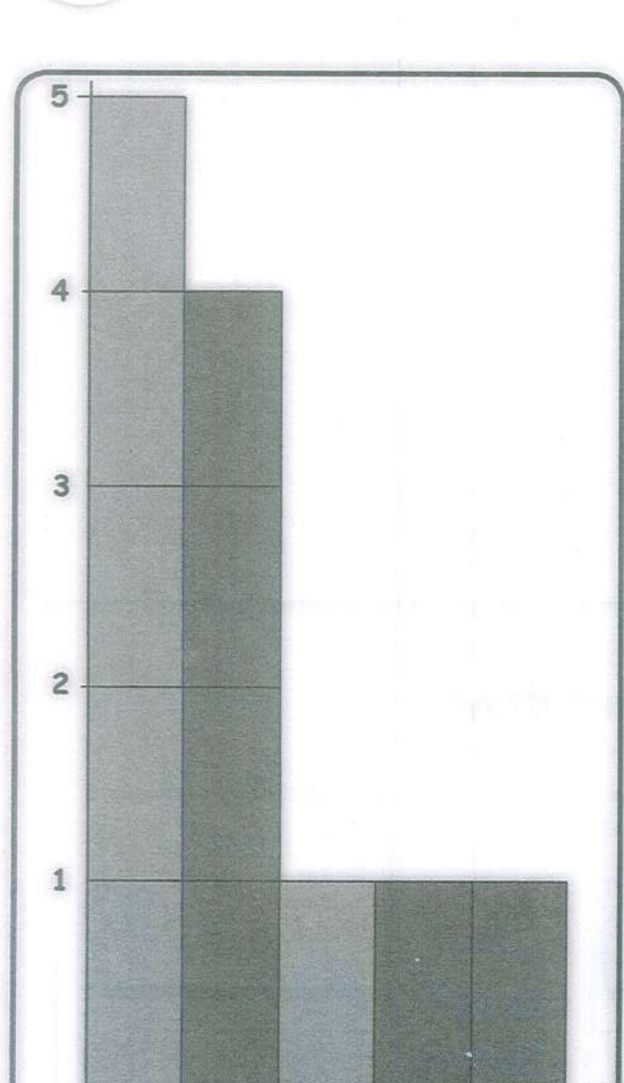
## 2 What else can you see? Think and draw

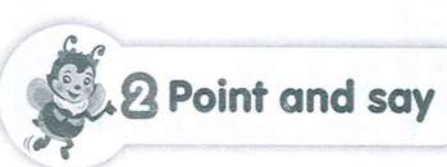




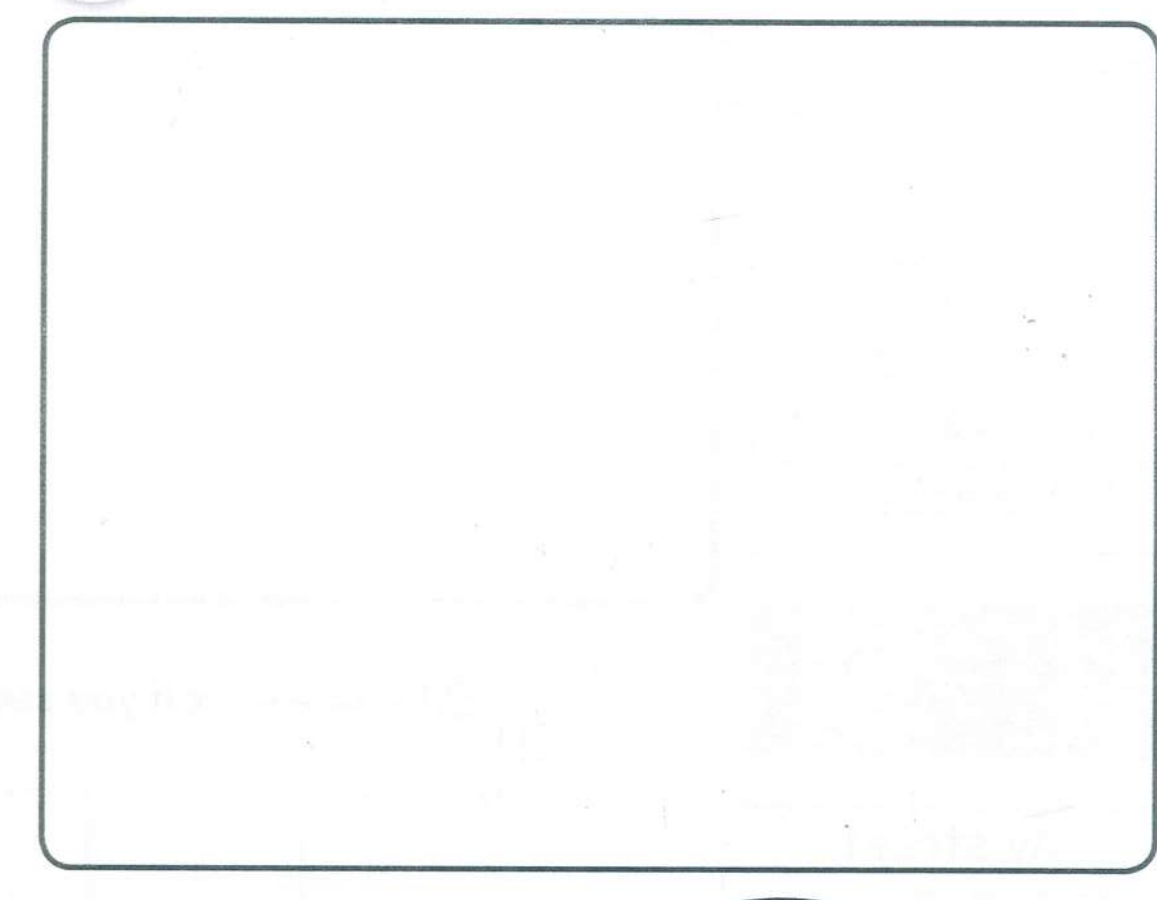


## 1 Look and draw



## 2 Point and say





There are five houses.

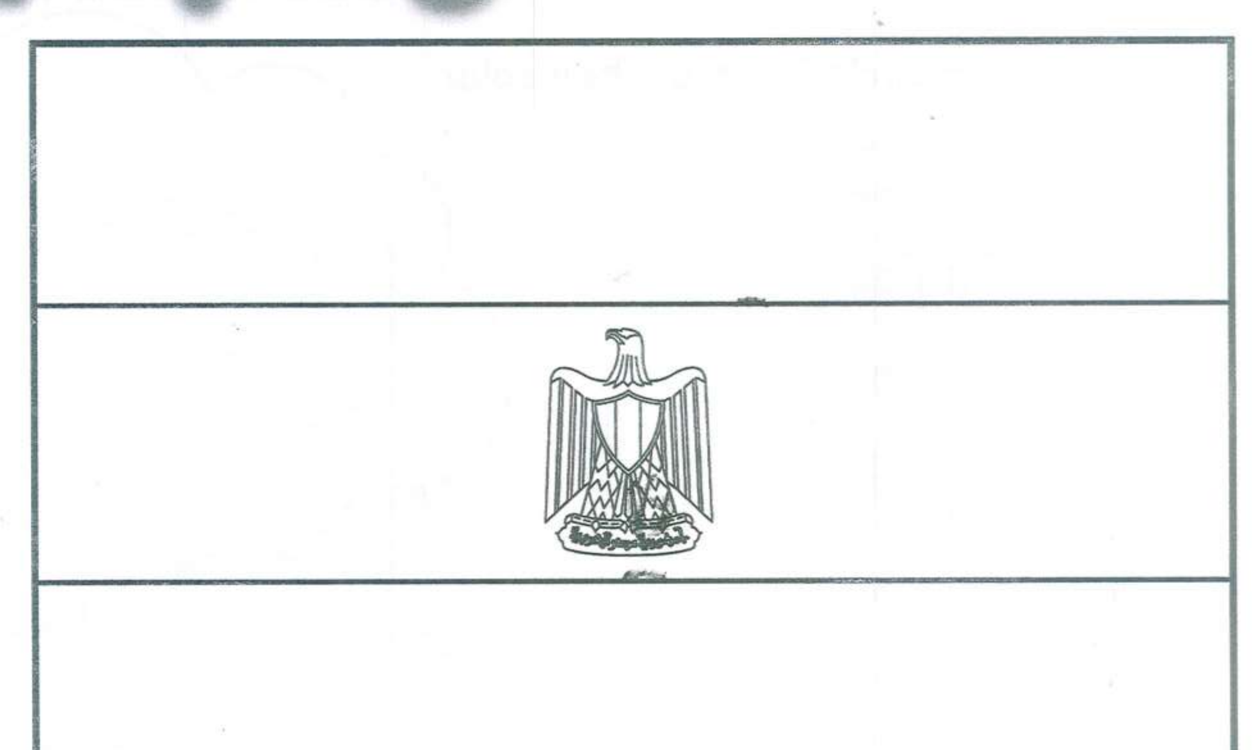
There's one school.



# My country, my flag



## 1 Color the flag





## 2 Read and complete

eagle red white black

My flag is ________, ________ and ________.

There is a yellow ________.



## 3 Trace and read

I love Egypt.

# Ff Gg Learn sounds with Busy Bee!

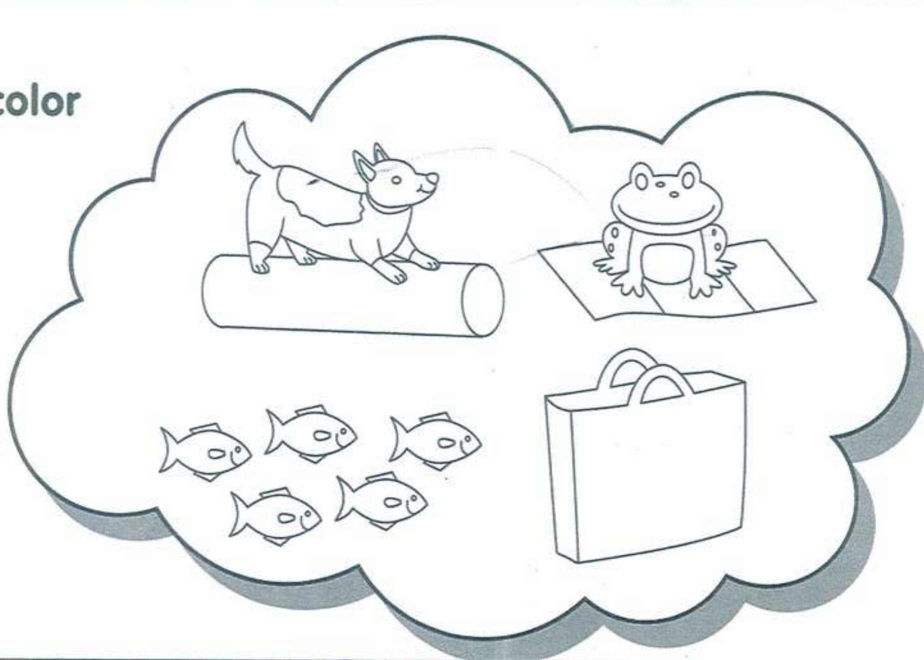
1 Listen and circle f and g. Then color

A dog on a log,

a frog on a flag.

Five little fish,

and a big red bag.





2 Write the words

dog log frog flag five fish big bag

| | | | | |
|---|---|---|---|---|
| f | ① five | ② | | |
| g | ① dog | ② | ③ | ④ |
| f and g | ① frog | ② | | |

a b c d e f g h i j k l m n o p q r s t u v w x y z

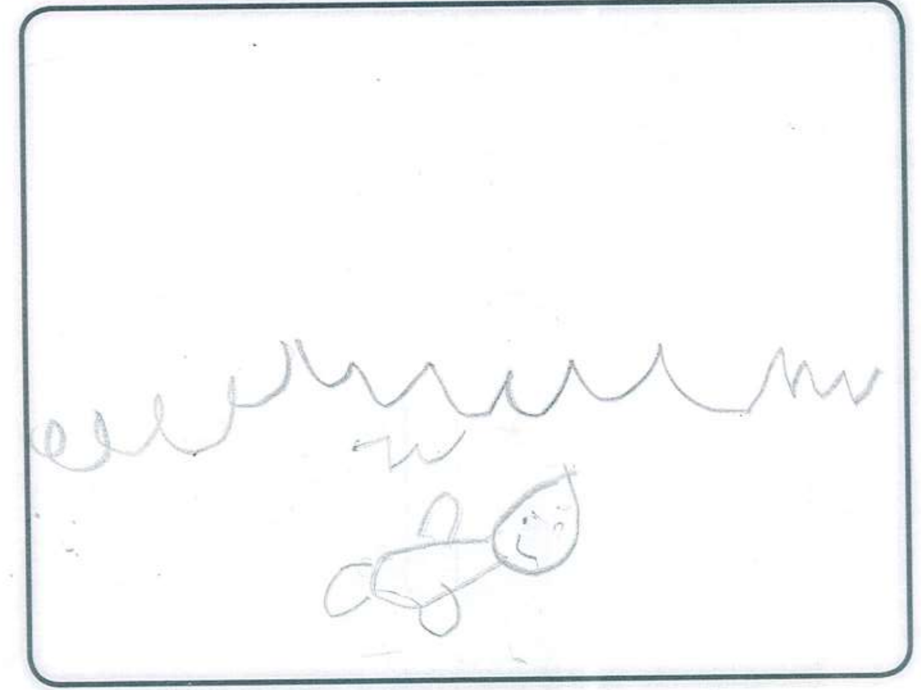


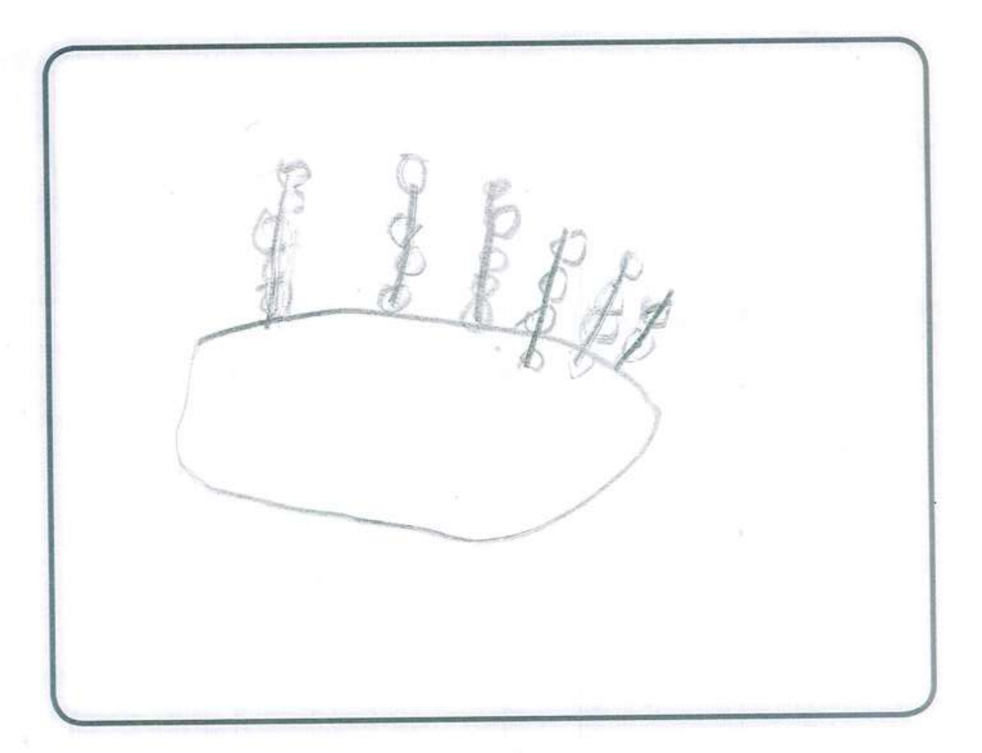
# Ff Gg Learn sounds with Busy Bee!





**1 Read, trace and draw**





Green fish in the water. Five frogs on a log.





## 1 Listen, read and number

① Tidy the chairs.

② Clean the tables.

③ Recycle the plastic.



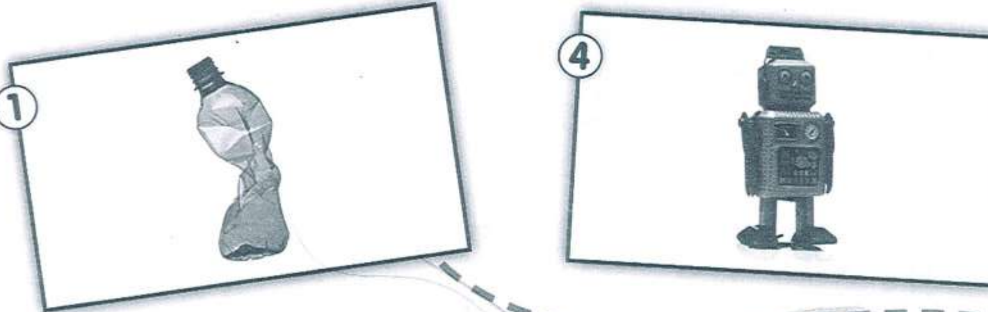




# Let's tidy the classroom



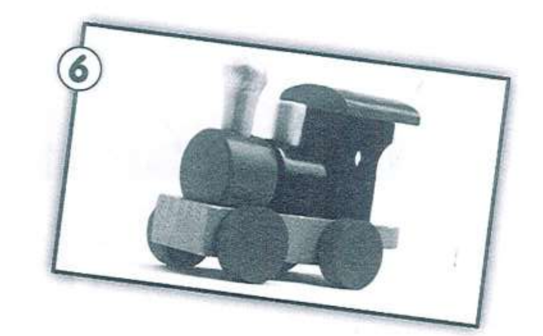
## 1 Look and match















# Let's clean the house!

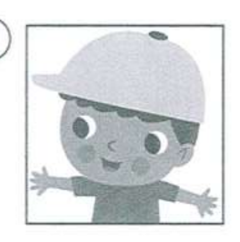


1 Look and trace

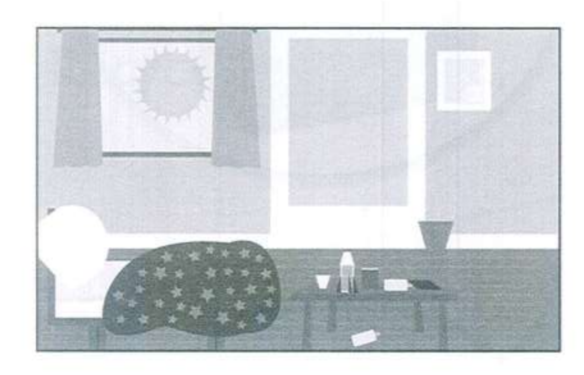


2 Write sentences

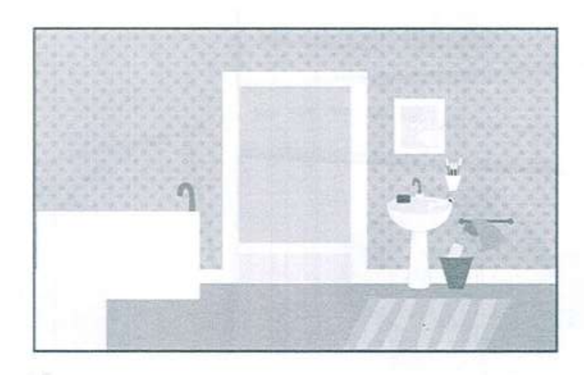
①  Dina

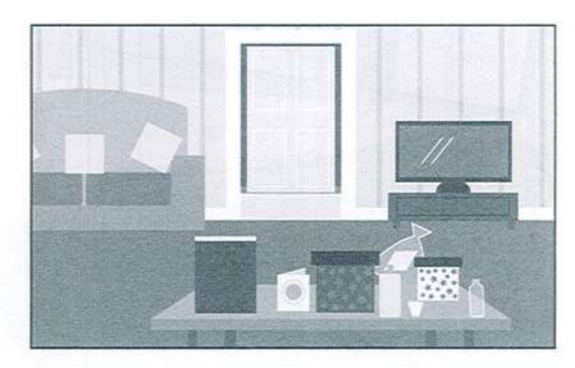
②  Adam

③  Busy Bee



Dina cleans the bedroom.





# We can recycle!



1 Cut and stick



2 Trace







We can recycle.


Go to page 87

# My community rings





1 Look, color and trace

1 This is my house.

2 This is my street.

3 This is my village.

4 This is my country.



2 Read, draw and share

This is a picture of me with my community ring.

# Show and tell


1 Read and complete

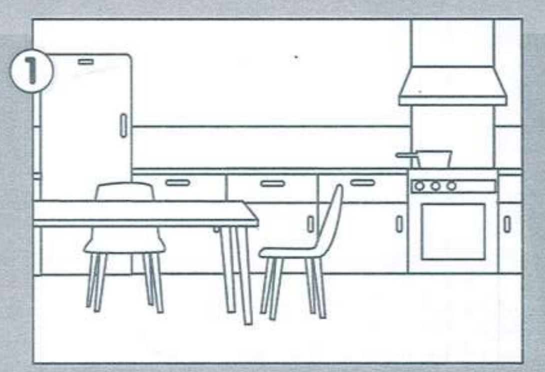

2 Say and color


3 Think and color

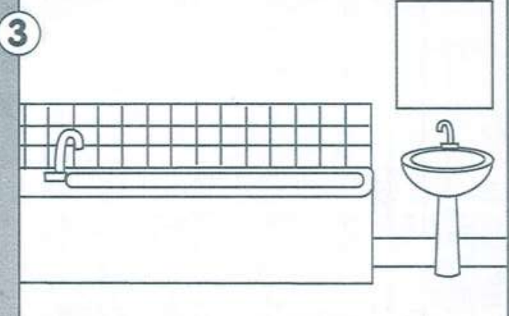
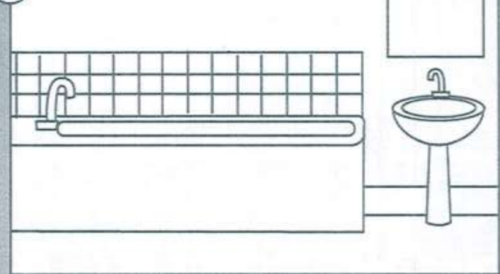
Unit 2






1

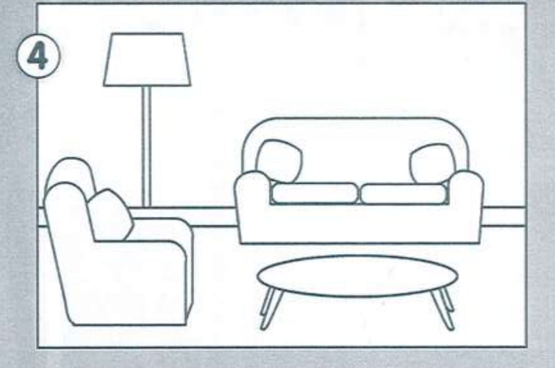
This is my ______.



3

This is my ______.

2

______.


4

______.

4 Color, cut and stick




Teacher assessment

Go to page 85

# My little story book

## (Cut and fold to make a story book.)

fold



My name: ______________________

# My farm flag



Look! A flag and some ink.

fold



The flag is big.



There's a frog on a log.
There's a goat in a boat.
There are five fish in the water.

# Theme 2 : The world around me



# Unit 3 Let's go outside

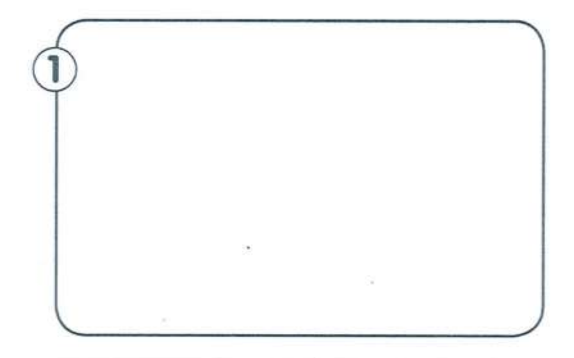
## 1 Find, circle and say



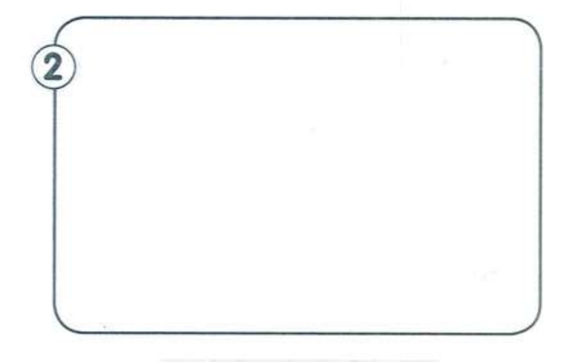
**Language:** *It's a (garden). They're (plants).*



## 1 Read, trace and draw



1 garden

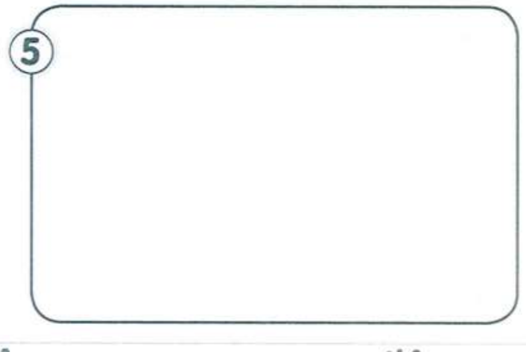


2 bee

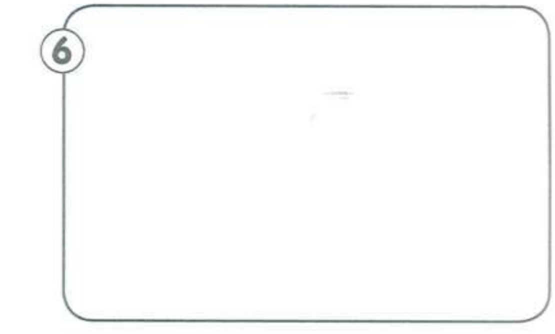
3 flower



4 plant



5 butterfly



6 bird

# What are these?



## 1 Read and trace

① What's this?

② What are these?



## 2 Look and complete



a It's a ..............................

b ........................................

c ........................................



a They're ..........................

b ........................................

c ........................................

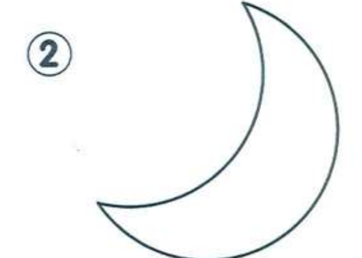
# The night sky

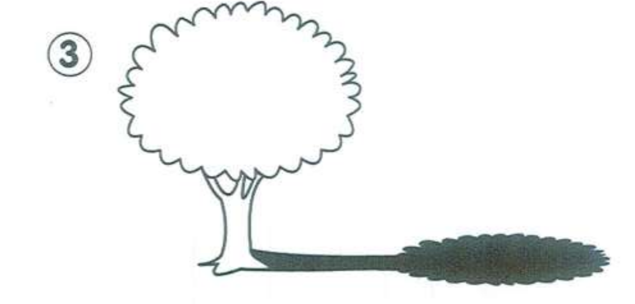


## 1 Look, write and color

shadow star moon

① 

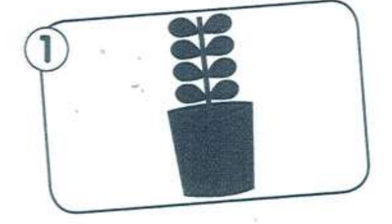
② 

③ 

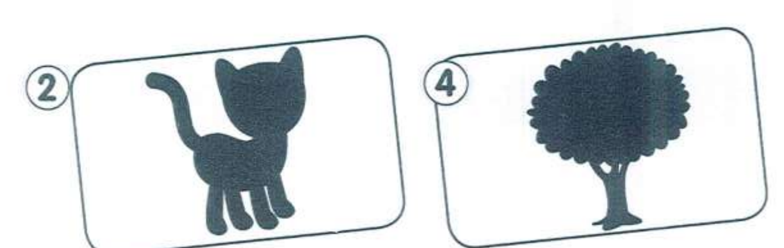
..................................... ..................................... .....................................



## 2 Listen, sing and match

① 

③ 

② ④ 



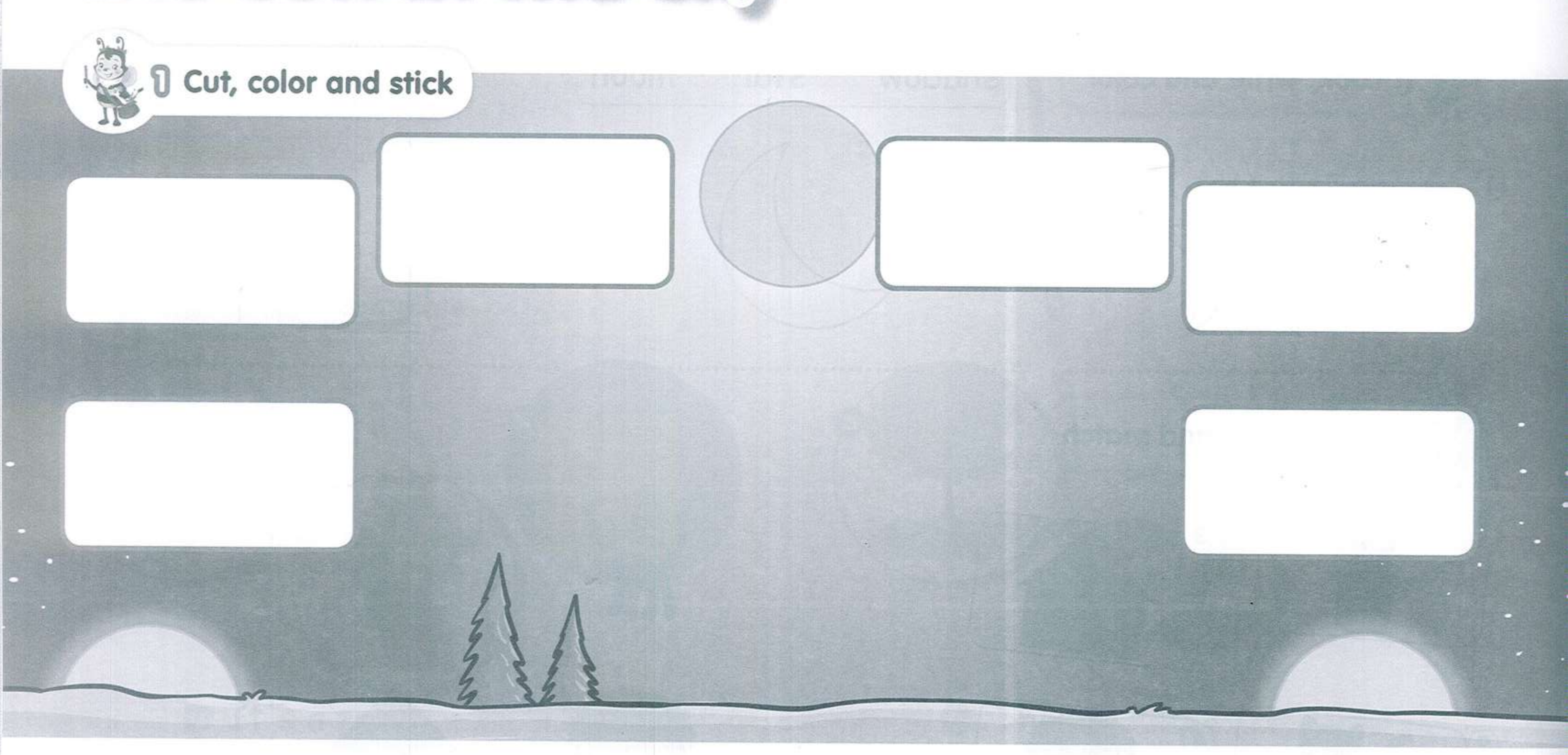






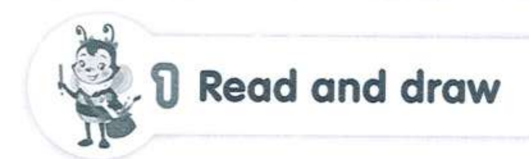
# The sun in the sky

1 Cut, color and stick

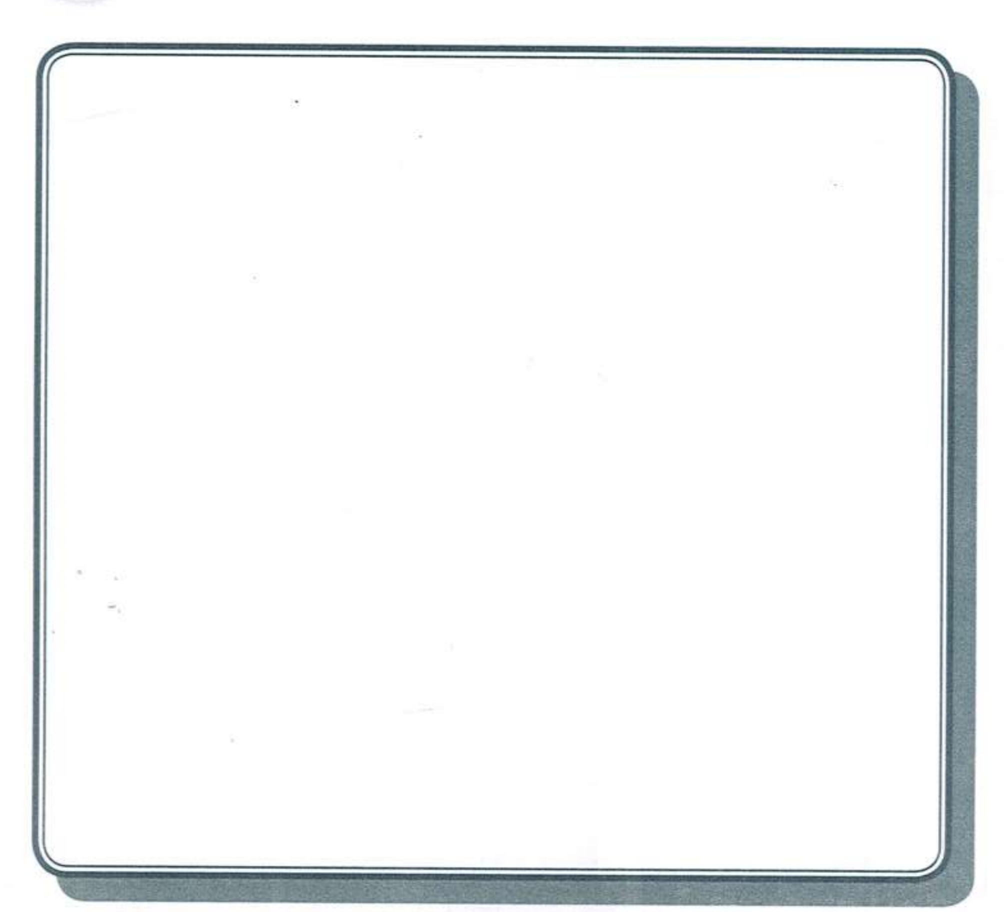


Go to page 89

# Near or far?



1 Read and draw



The sun is near.
The shadow is big.

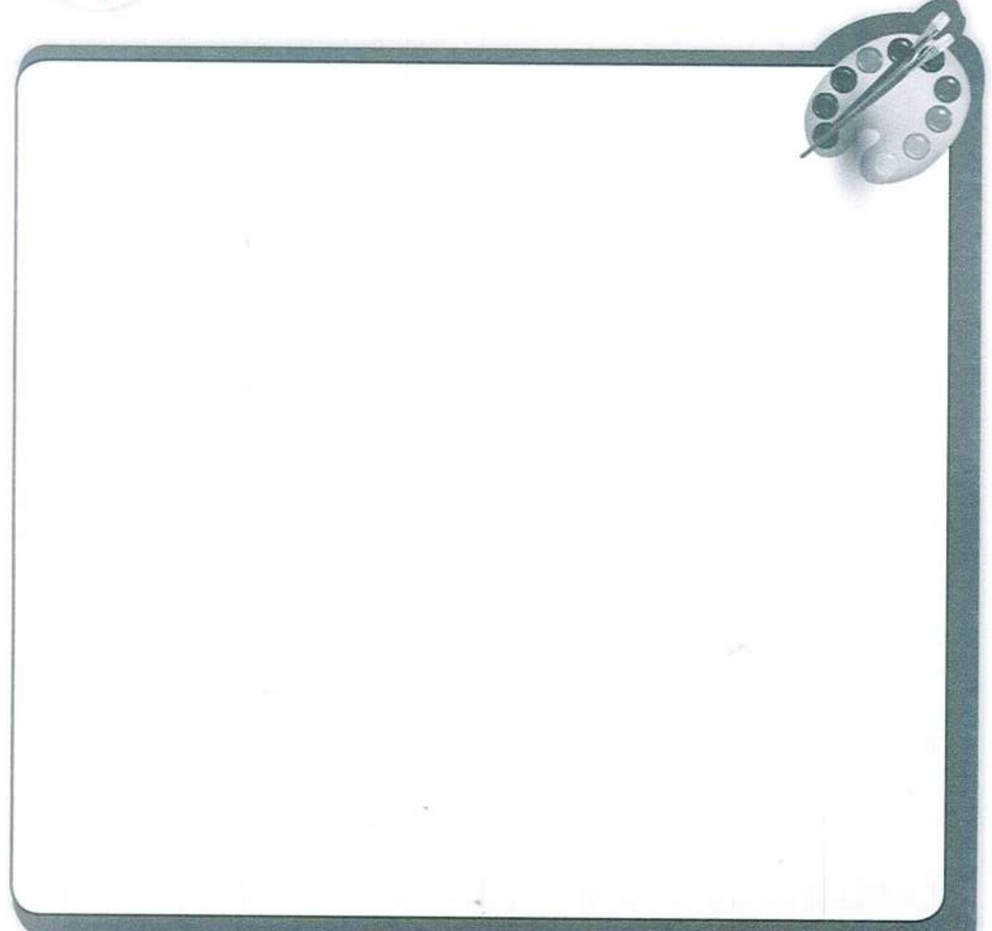


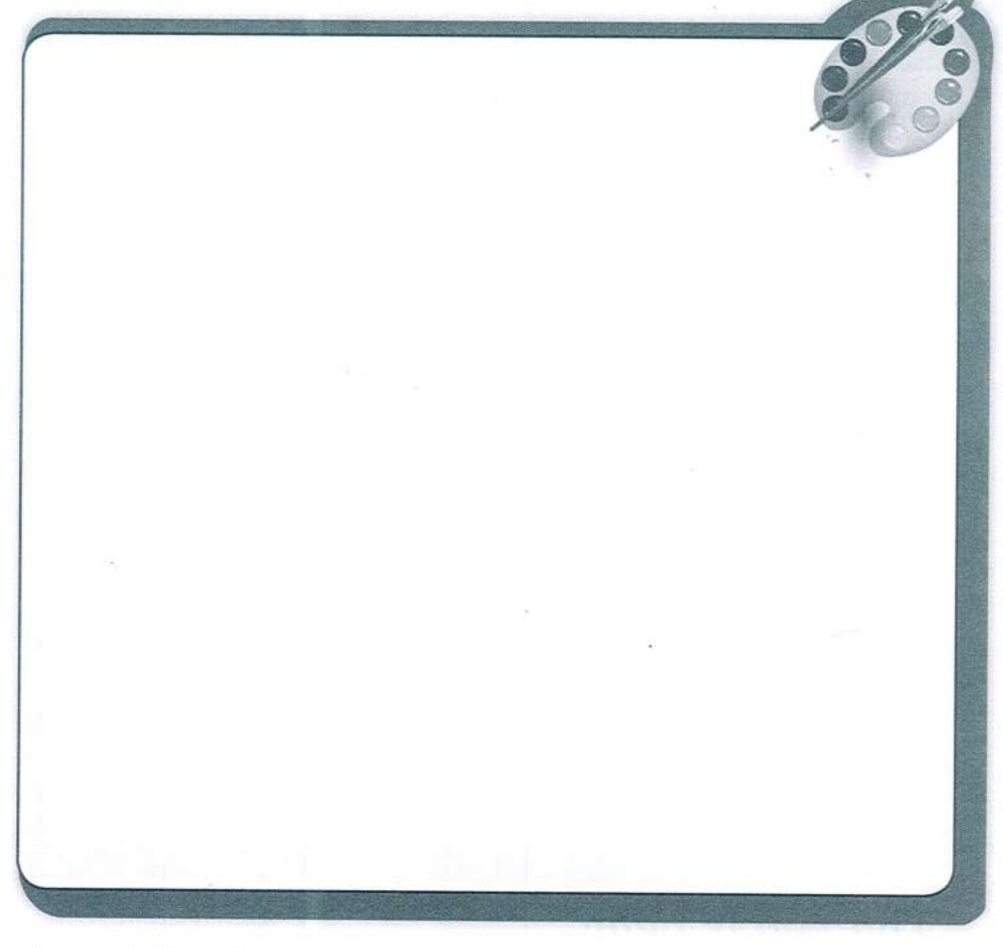
The sun is far.
The shadow is small.

# My day



## 1 Draw and write

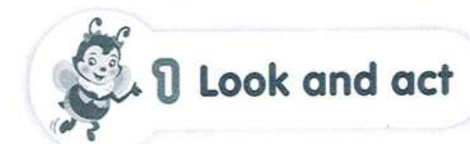




In the morning I ....................................

At night I ....................................

# My day



## 1 Look and act



## 2 Say














**Language:** *get up, go to (school), eat (breakfast).*




# Learn sounds with Busy Bee!



1 Listen and choose

1 l/x/y

2 l/x/y

3 l/x/y

4 l/x/y

5 L/X/y

6 l/x/y

7 l/x/y

abcdefghijklmnopqrstuvwxyz

Phonics: the *i, x and y* sounds



# Ll Xx Yy Learn to write with Busy Bee!

1 Trace, read and draw

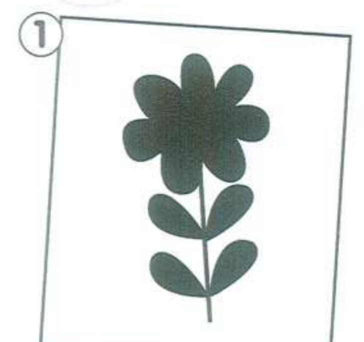
A fox in a box.

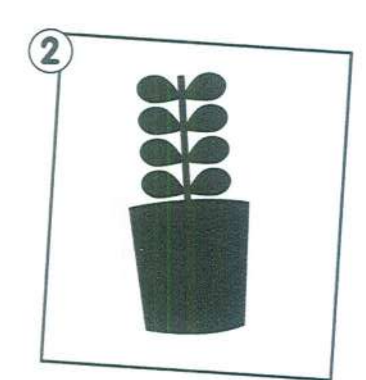
Yunis has six yellow lemons.

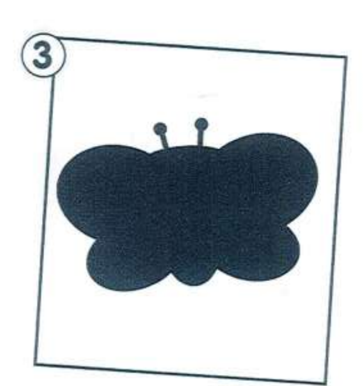
# Matching shadows

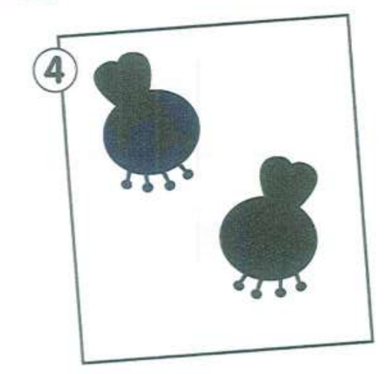


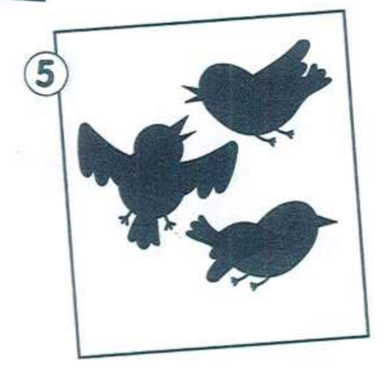
## 1 Cut, color and stick

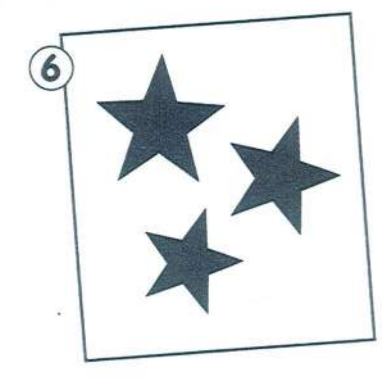









**Language :** *What's this? / What're these?*

*This is a (star). / These are (butterflies).*



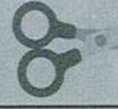
# Shadows



1 Look and make

You need:






1


2


3


4

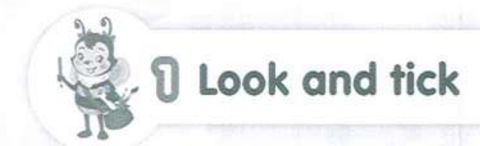



2 Trace

This is Busy Bee's shadow.

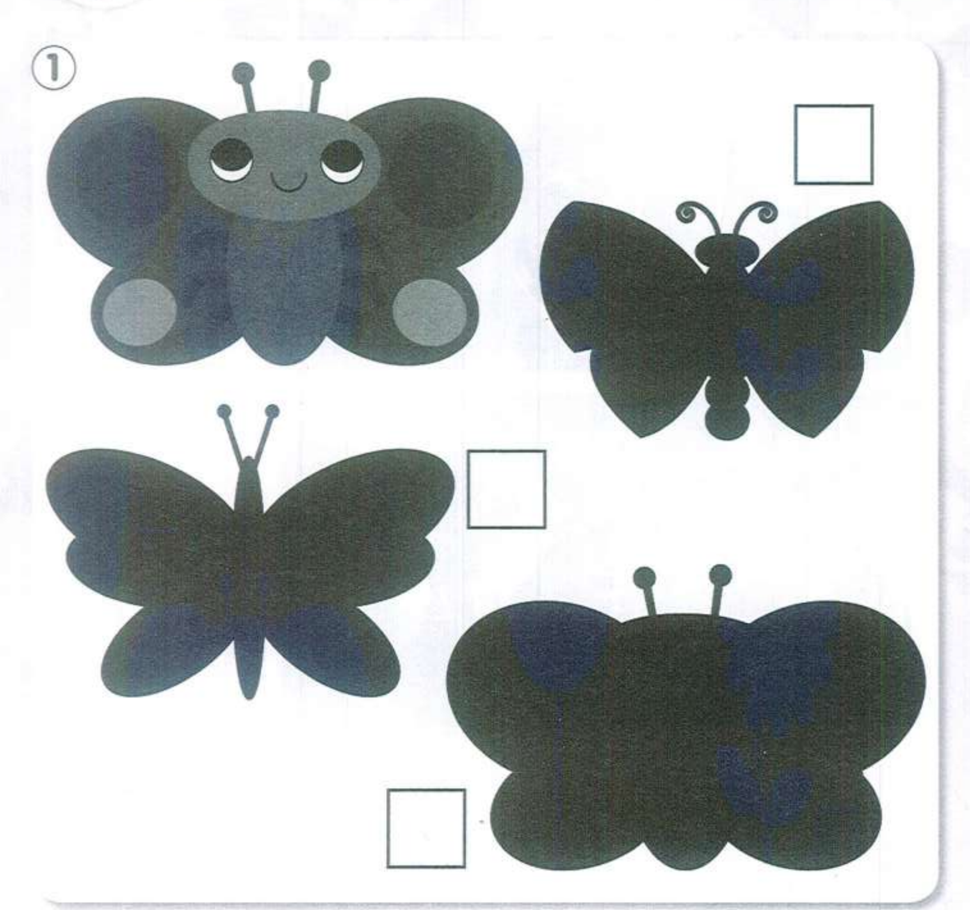
Go to page 91

# It's my shadow!

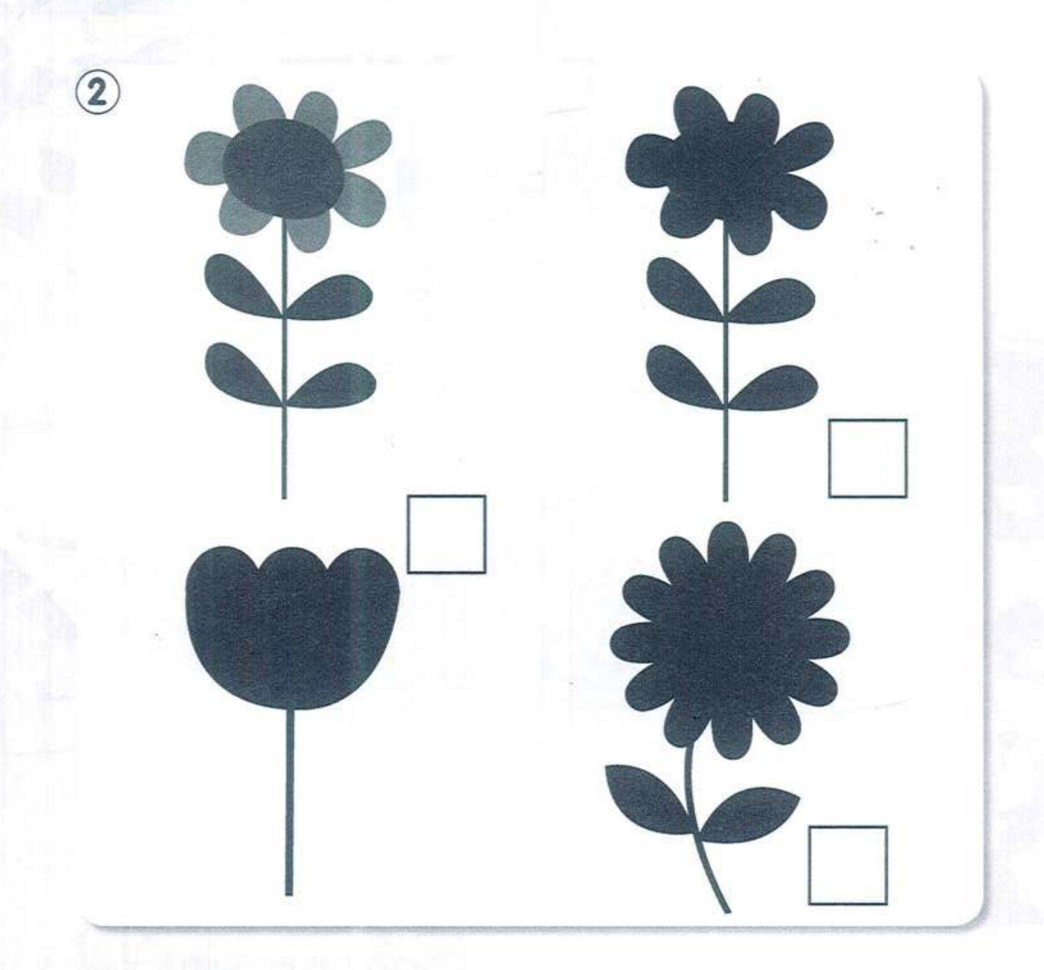


## 1 Look and tick

① 



② 





## 1 Look and draw



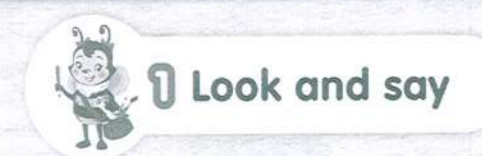
## 2 Ask and answer

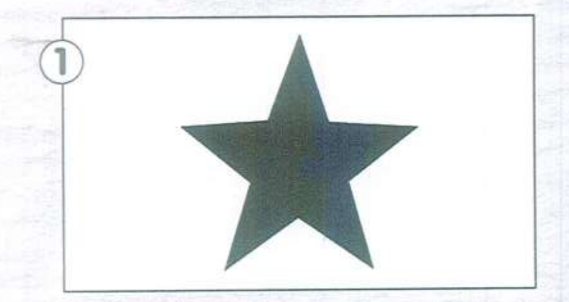


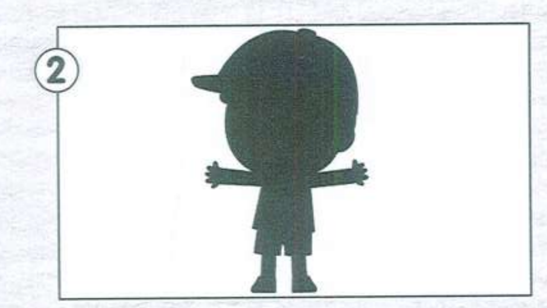
Why is the shadow big?
Why is the shadow small?

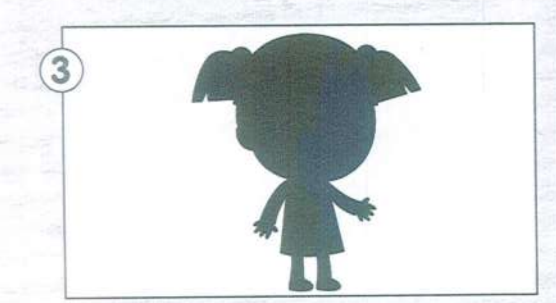
# A shadow picture

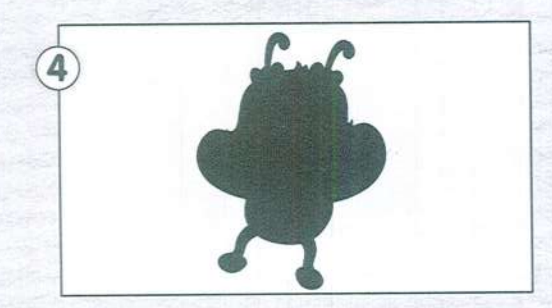


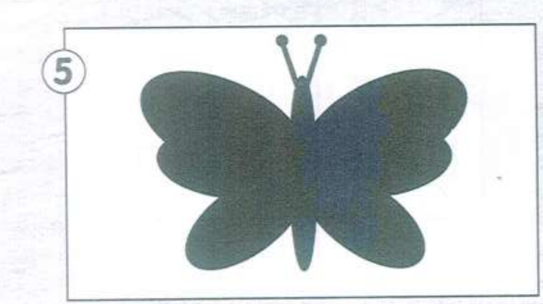



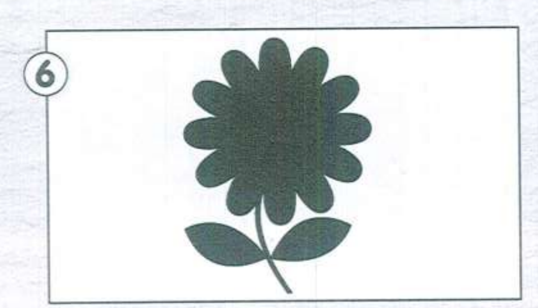









This is a picture of me with my shadow picture.

# Show and tell





1 Look, do and say



**Language :** *It's a bird.*

Teacher assessment



2 Think and color

**Unit 3**







3 Color, cut and stick




Go to page 85




# It's a party!



## 1 Find and number

1 balloon

2 cake

3 decoration

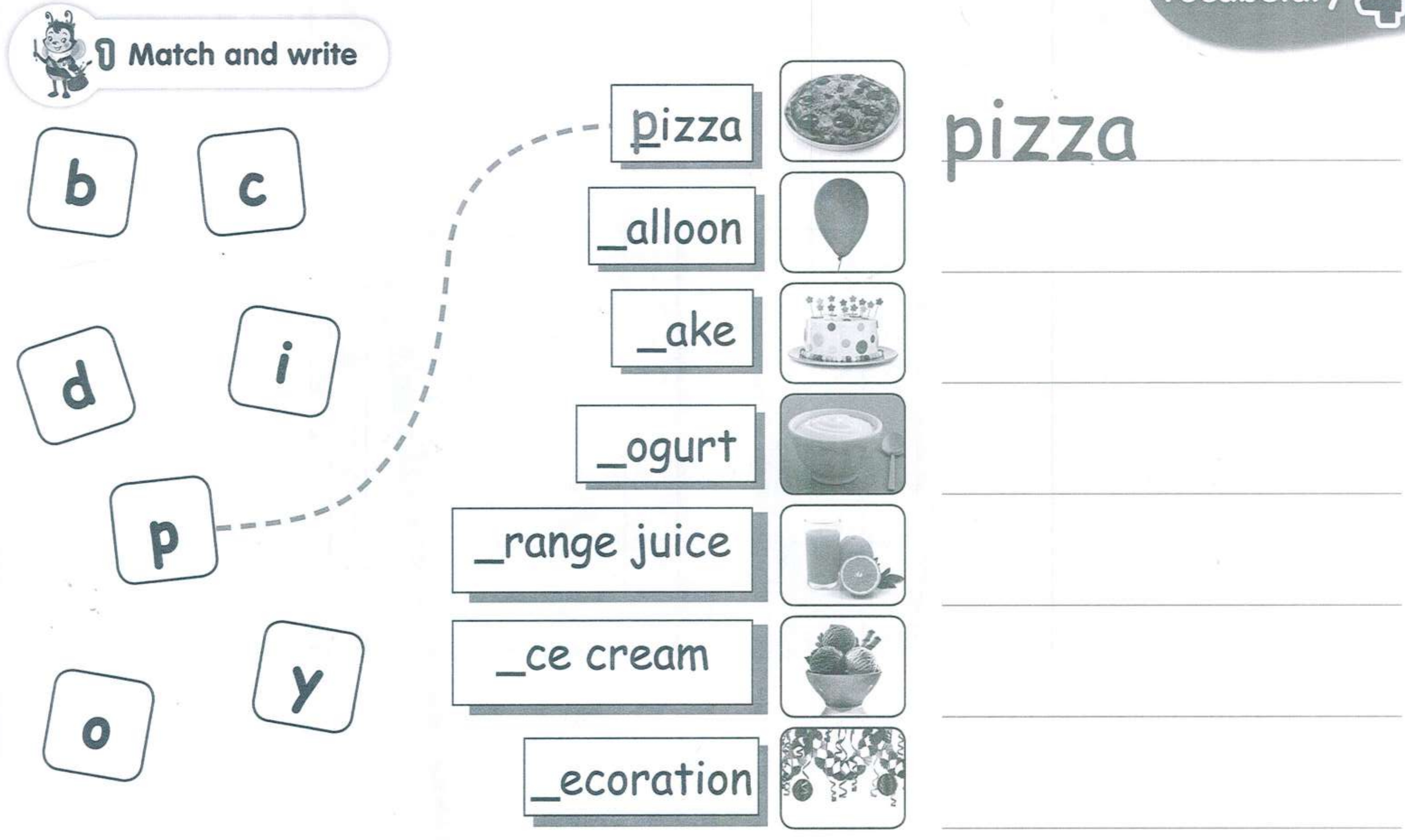
4 ice cream

5 orange juice

6 pizza

7 yogurt

## 1 Match and write





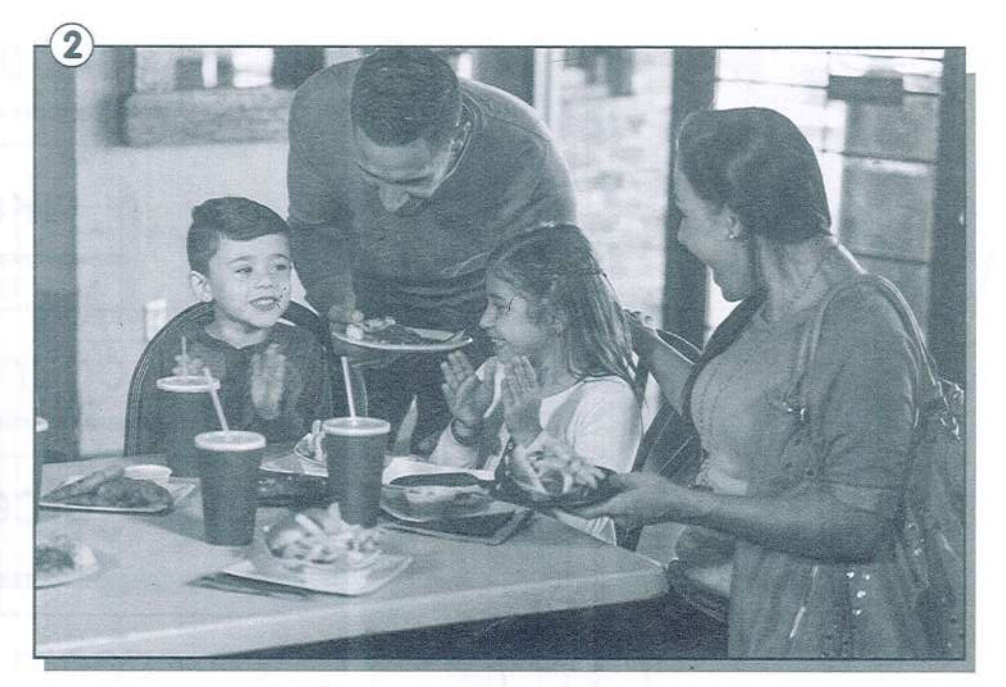

# Let's be polite!

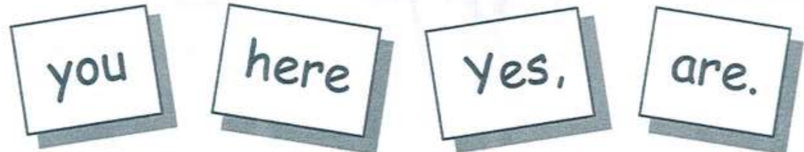


## 1 Look, order and write

① 




② 



# Celebrations



1 Look and trace



Eid al Fitr



New Year



Sham el Nessim



Christmas



## 1 Read, write and draw

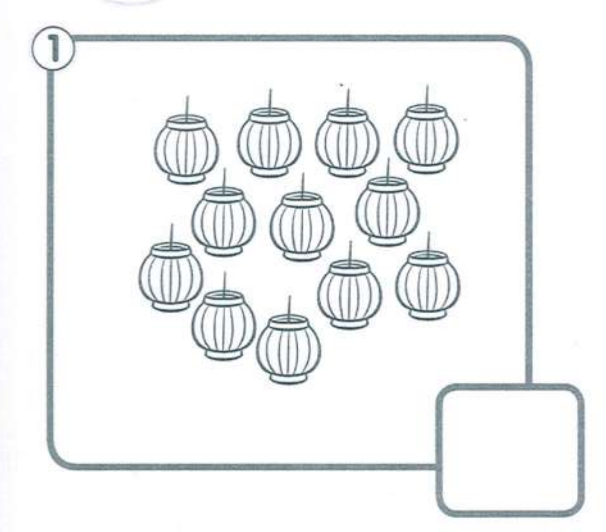
I like celebrating .............................................................................................. .

# Let's count

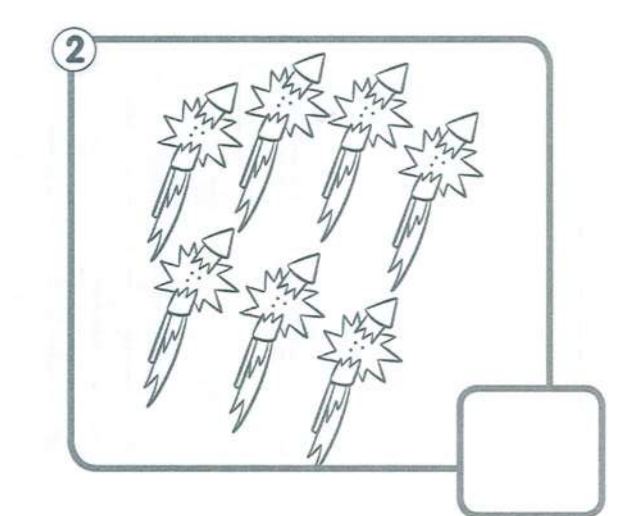


## 1 Count and color

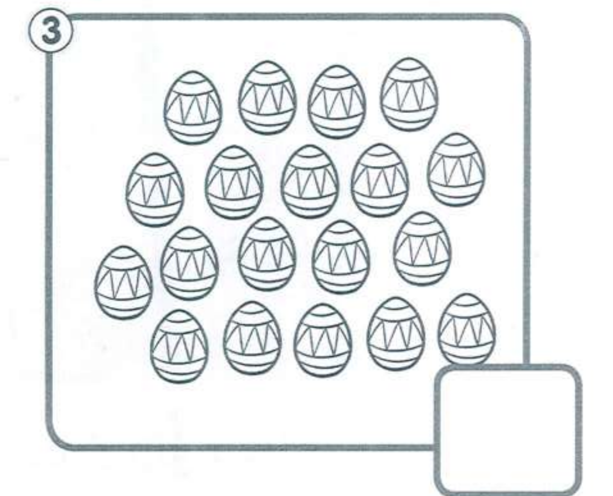
1



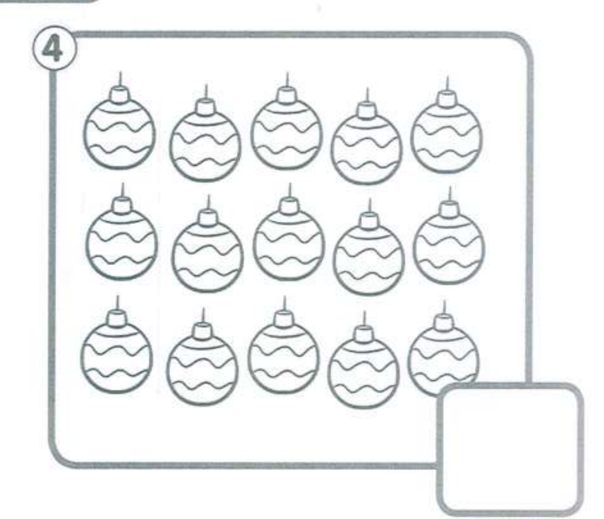
2



3



4



# It's time to celebrate!



## 1 Look, read and choose



eat / invite



arrive / invite



set up / clean up




set up / arrive



clean up / eat

# A party





## 1 Read and match



1 She invites



2 He sets up



3 He arrives



4 She eats



5 He cleans up

a at the party.

b ice cream.

c after the party.

d her friends.

e the decorations.

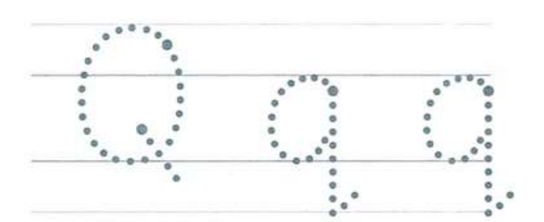


# QqVvZz Learn sounds with Busy Bee

**1 Listen and match. Then trace and say**



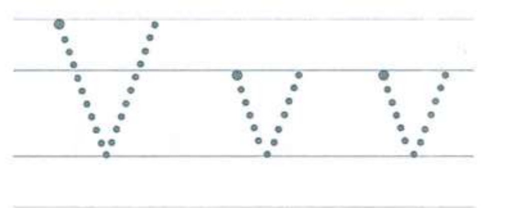




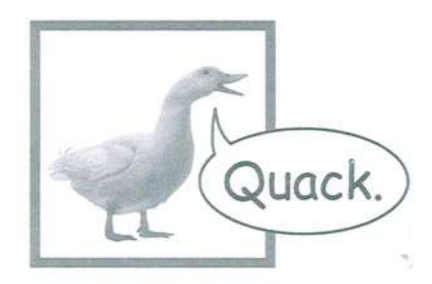




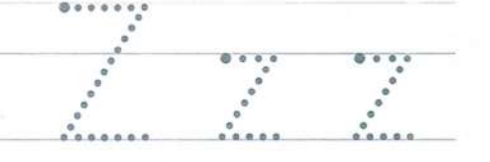












a b c d e f g h i j k l m n o p q r s t u v w x y z

# QqVvZz Learn to write with Busy Bee!



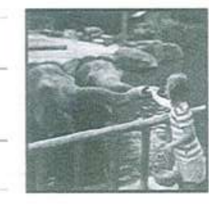
1 Read, trace and write

van | question | zoo

The vet is in the



The zebra is in the



The Queen asks a





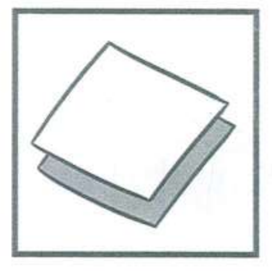

ABCDEFGHIJKLMNOPQRSTUVWXYZ

# Let's decorate!



## 1 Look and make a lantern

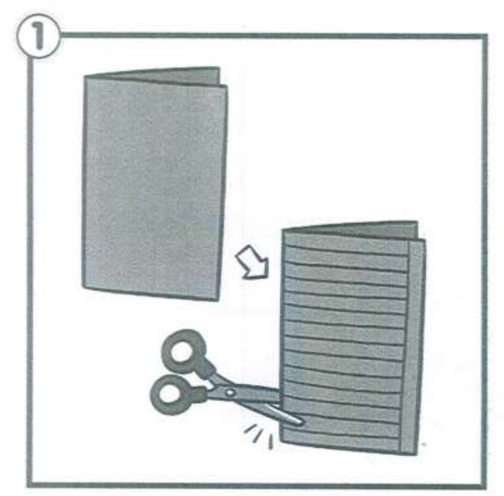
You need:

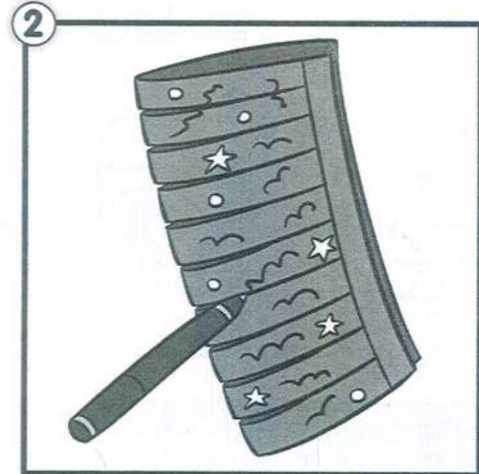


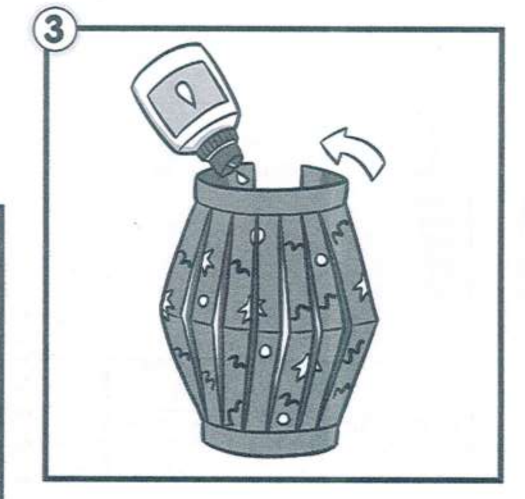


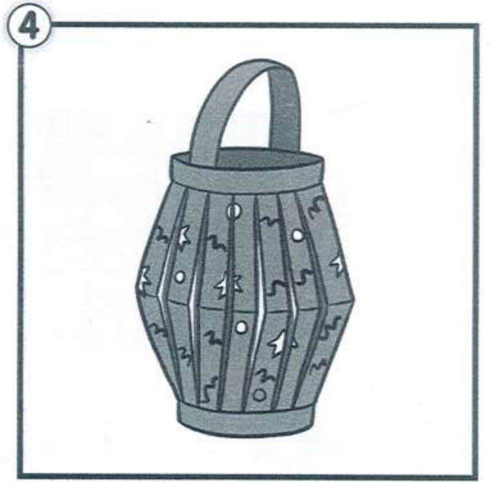




1


2


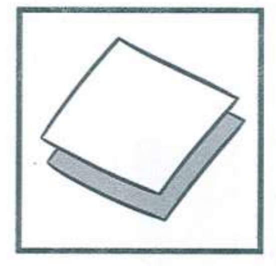
3


4




## 1 Look and make a christmas tree

**You need:**





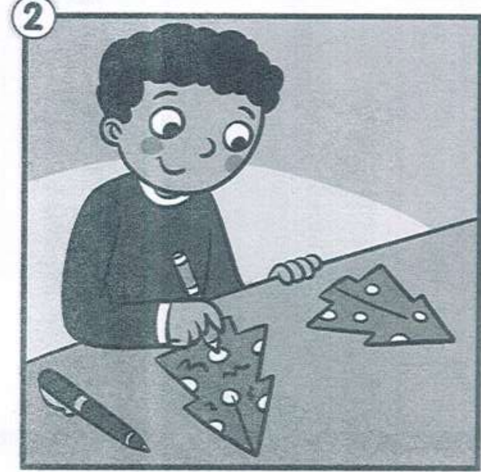




1



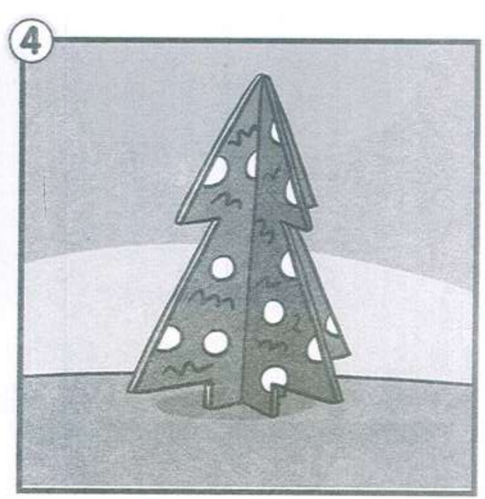
2



3



4



Go to page 95

# The birthday party



## 1 Listen, cut and stick

①

②

③

④

⑤

⑥

Go to page 93



# Let's help!

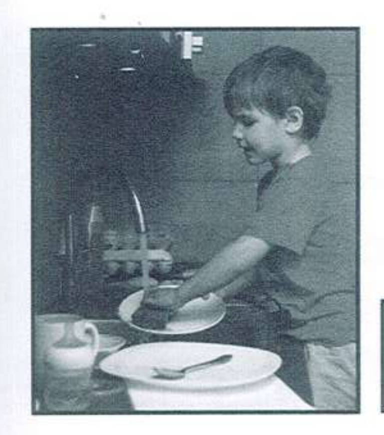


## 1 Look and put a (✓) or a (✗)













## 2 Read and draw

I help my family

# A cake model











This is a picture of me with my cake model.

**Language:** *It's my cake.*

**Project:** A cake model

# Show and tell



## 1 Look and say

1


2


3


4






## 2 Think and color

Unit 4




## 3 Color, cut and stick




Teacher assessment    

**Language:** *Happy (Sham el Nessim)!*


Go to page 85

# My little story book

(Cut and fold to make a story book.)

What's this?



It's a fox in a box!

fold

My name: ____________________

# The zoo

What's this?



It's a zebra.

What are these?




They're yellow ducks.

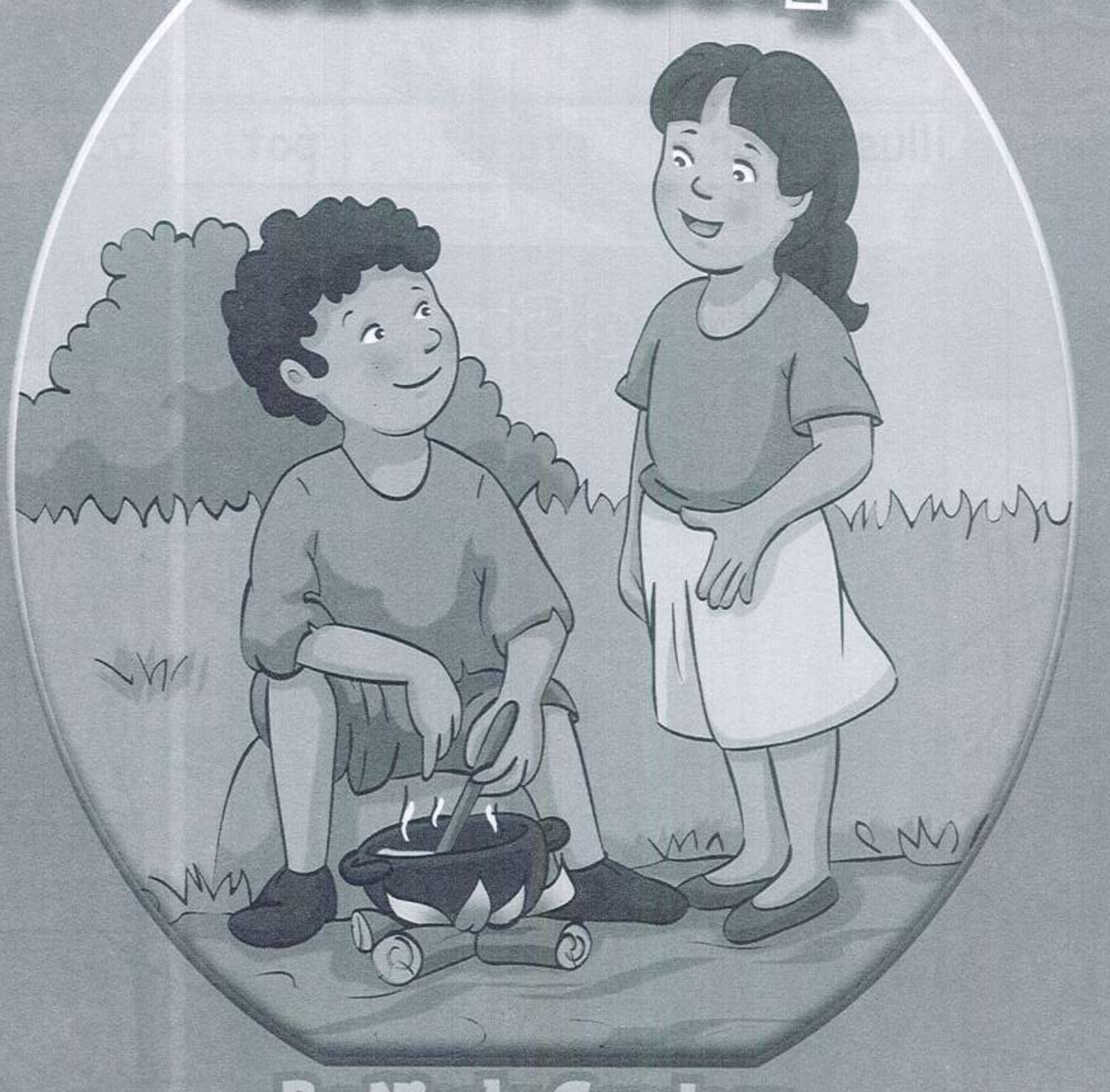
fold

What's this?




It's a bee.

# Stone Soup



By Nicola Gardner

Illustrated by Iole E Rosa

# Stone Soup



**1 Look and write**

illustrator stone pot boy author

Stone Soup

By Nicola Gardner

Illustrated by Iole E Rosa

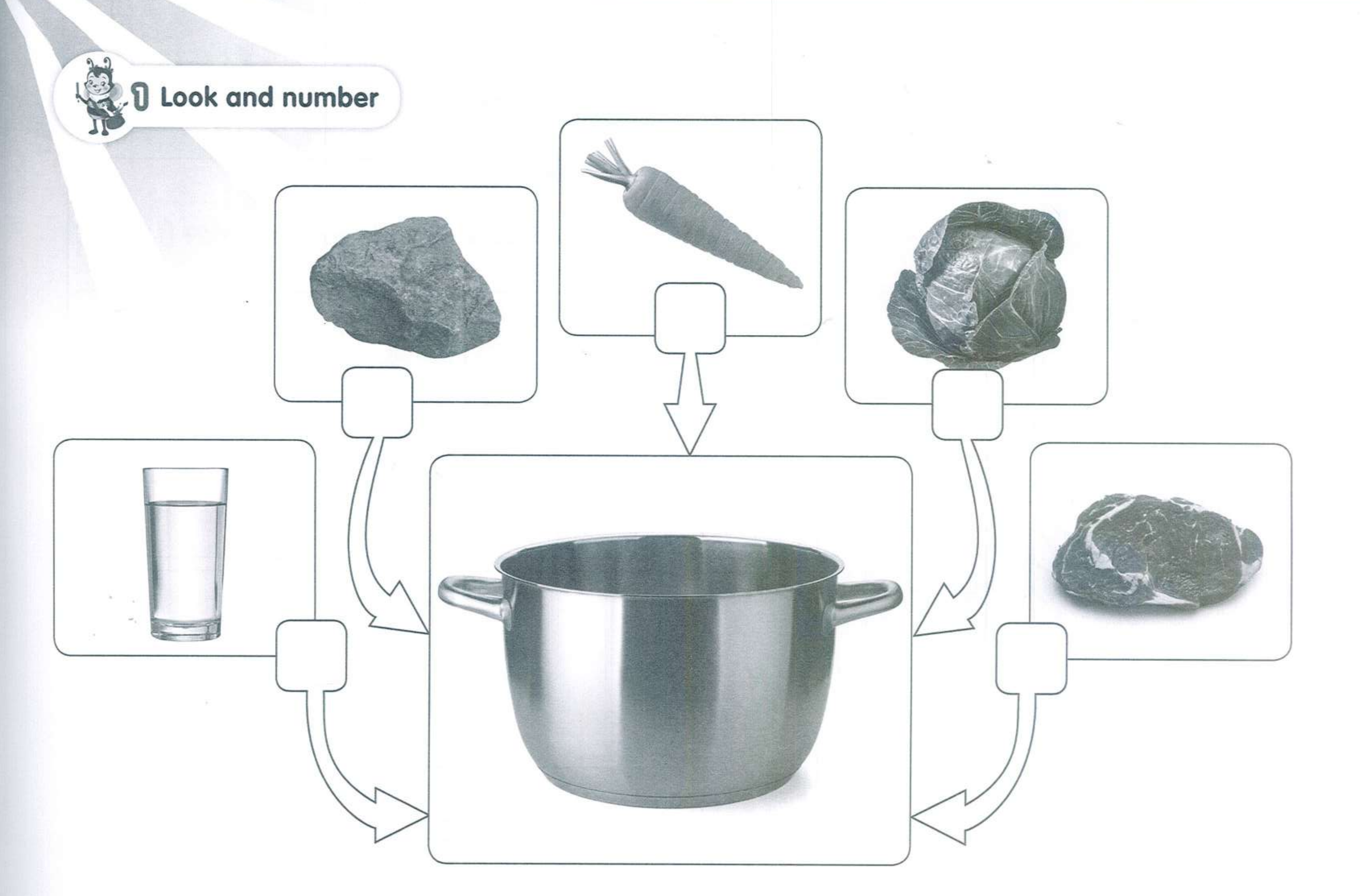
..........................

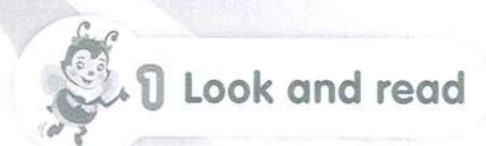
..........................

..........................

..........................

..........................


1 Look and number



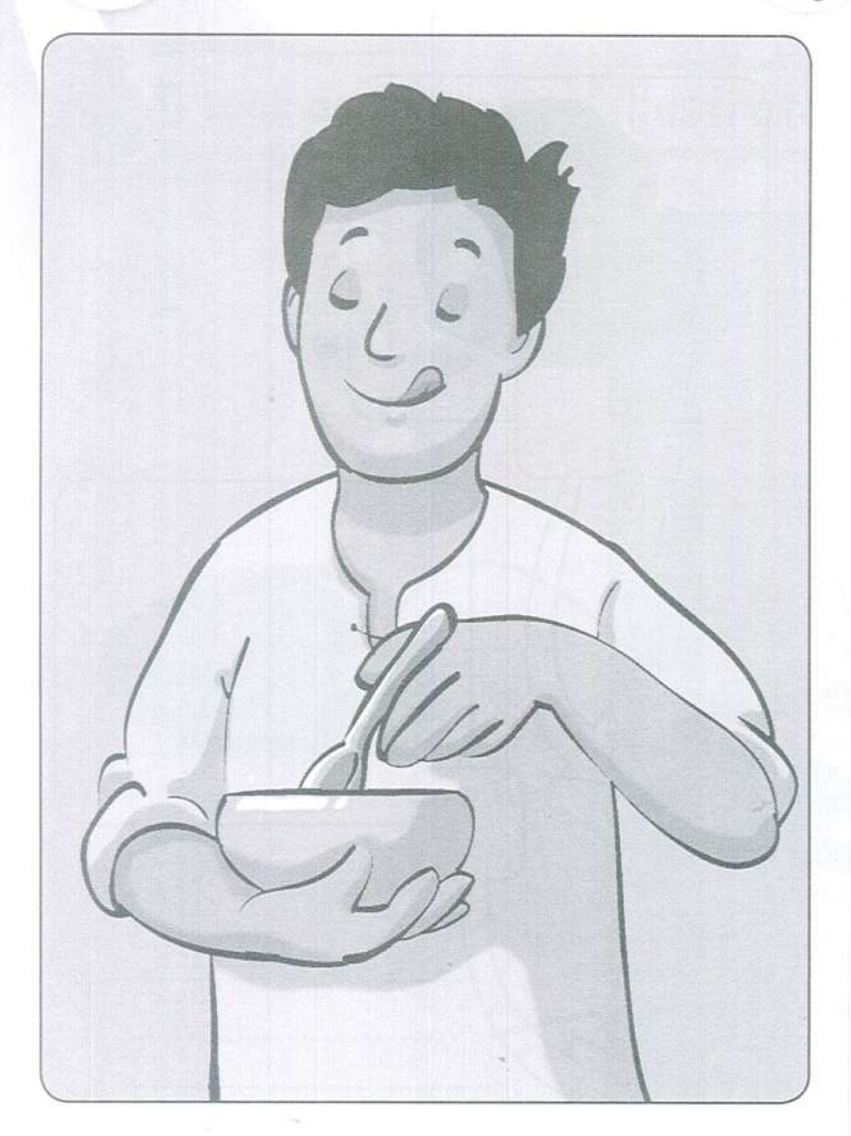
## 1 Look and read



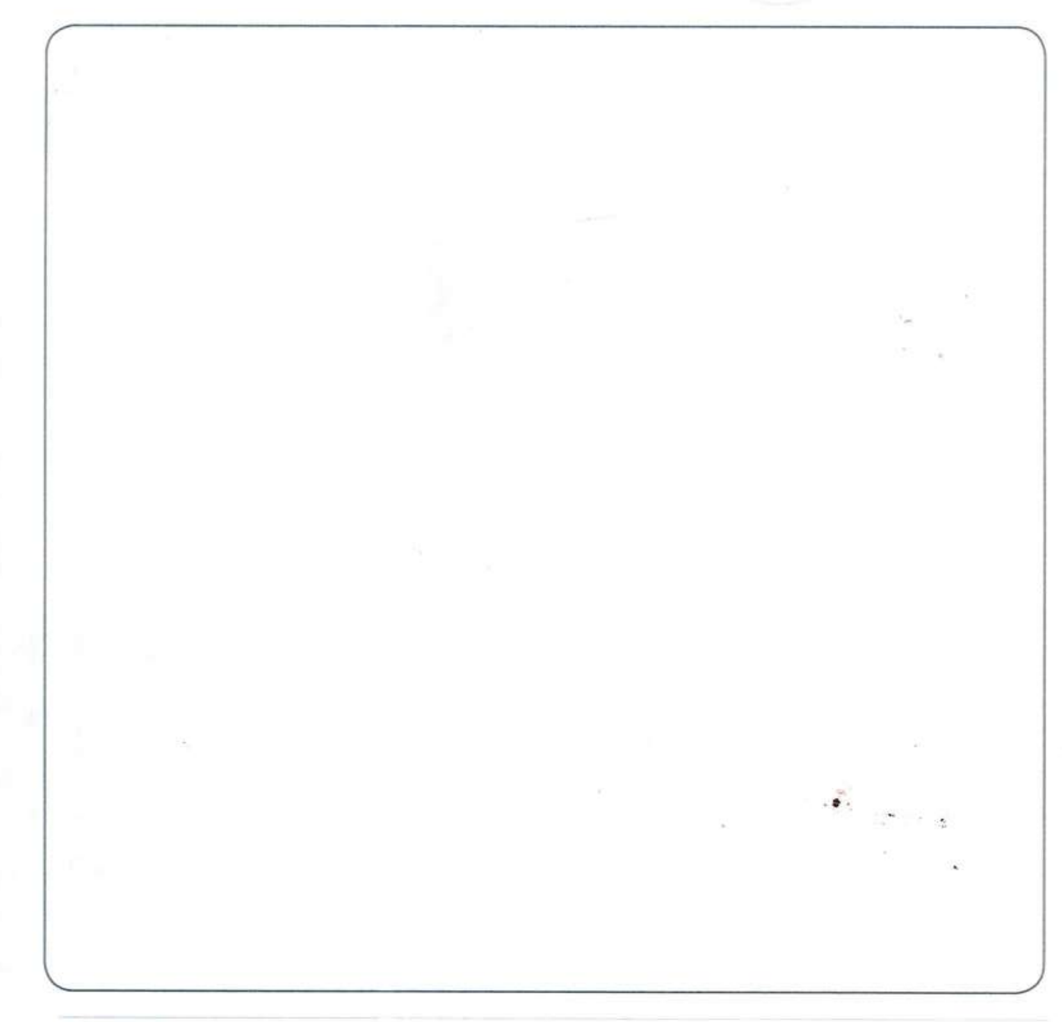
## 2 Draw your stone soup



## 3 Trace



It's yummy!



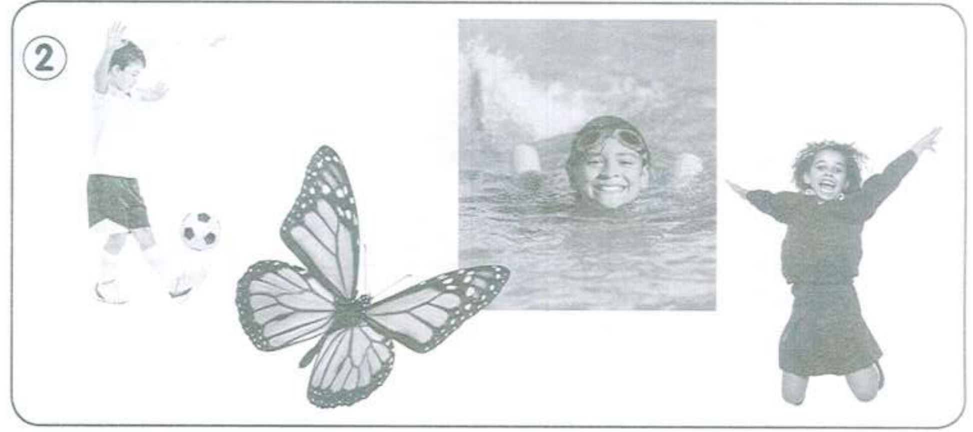
This is my soup.

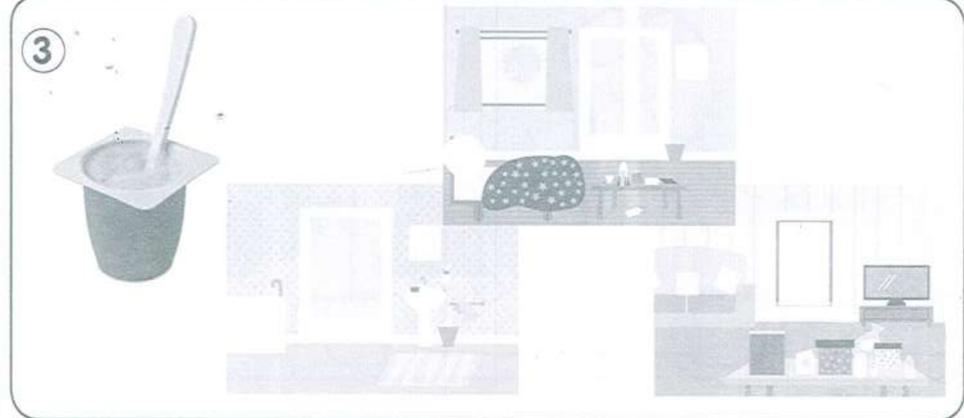
# Review 1

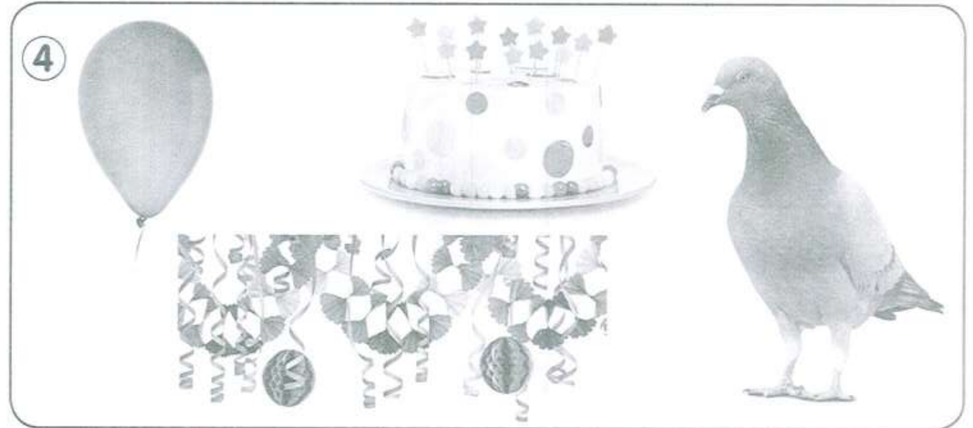


1 Point and say. Circle the odd one out



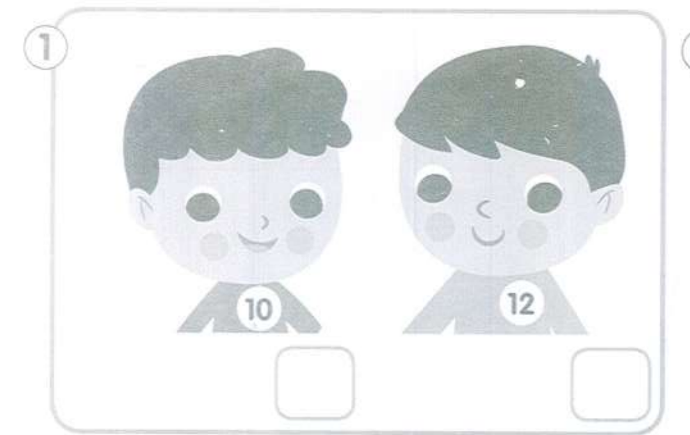


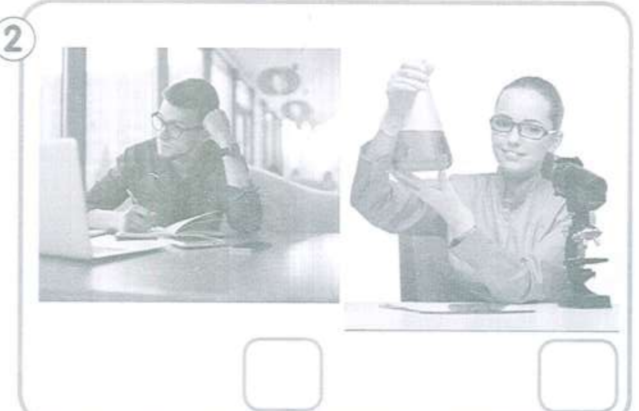


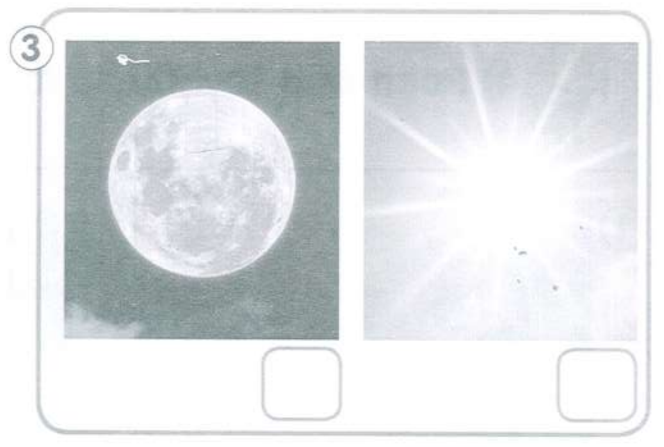


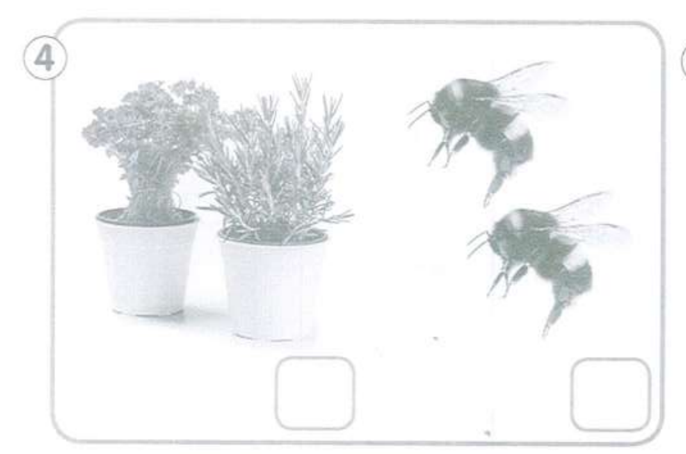
Revision of vocabulary from units 1–4

1 Listen and choose. Then say and play

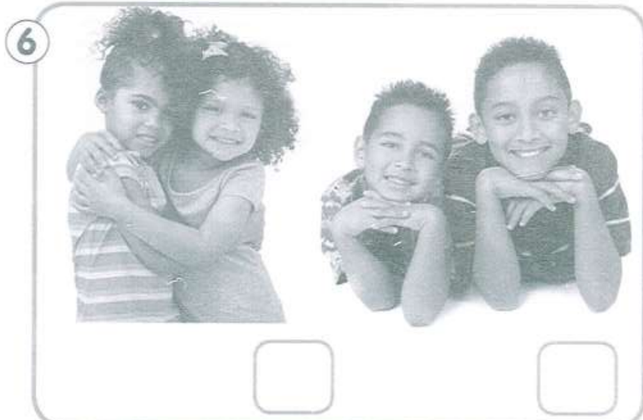
1 


2 

3 

4 

5 

6 

Revision of vocabulary from units 1–4



1 Listen and write. Color, think and say

k w g f l y x q v z

① W

②

③

④

⑤

⑥

⑦

⑧

⑨

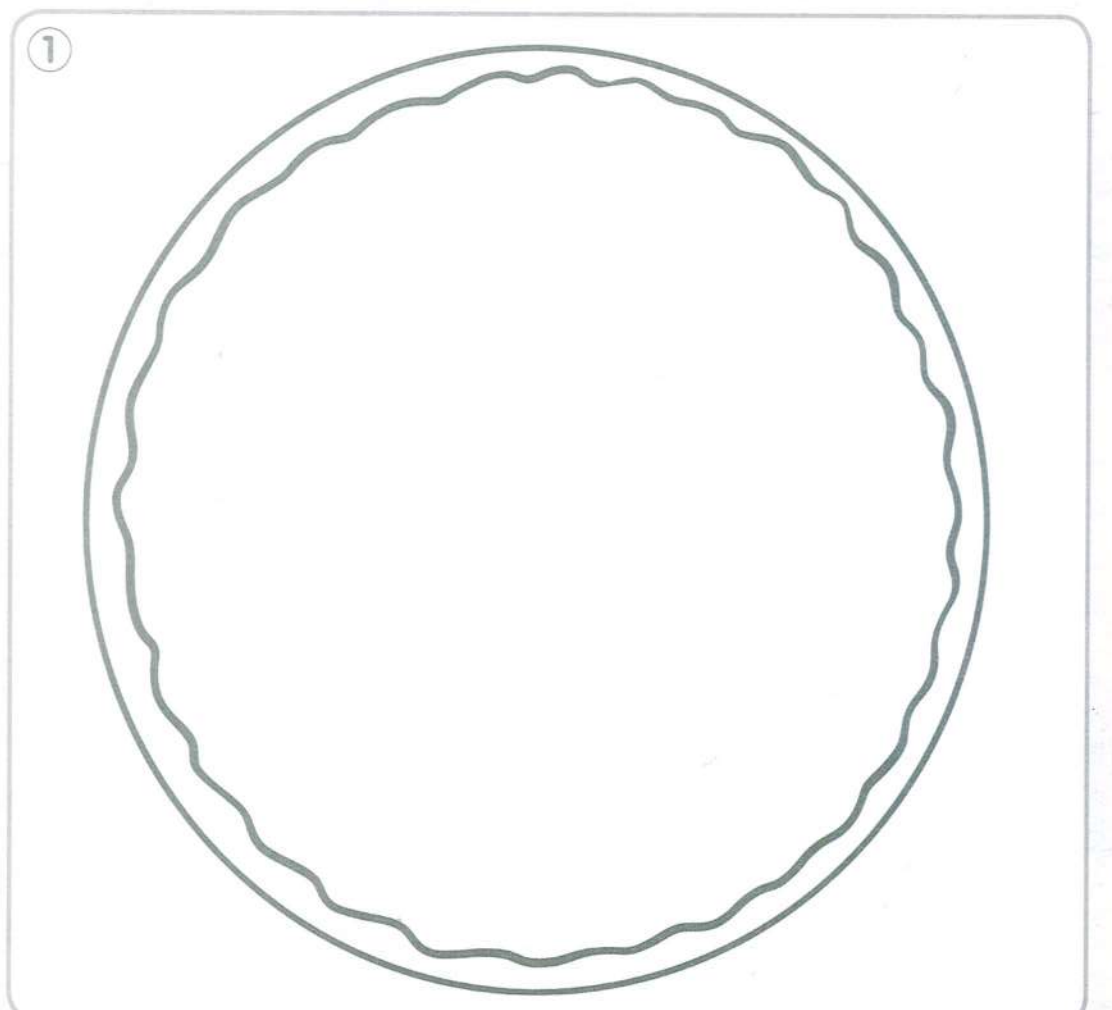
⑩

Revision of sounds from units 1–4

## 1 Cut and stick, draw and color



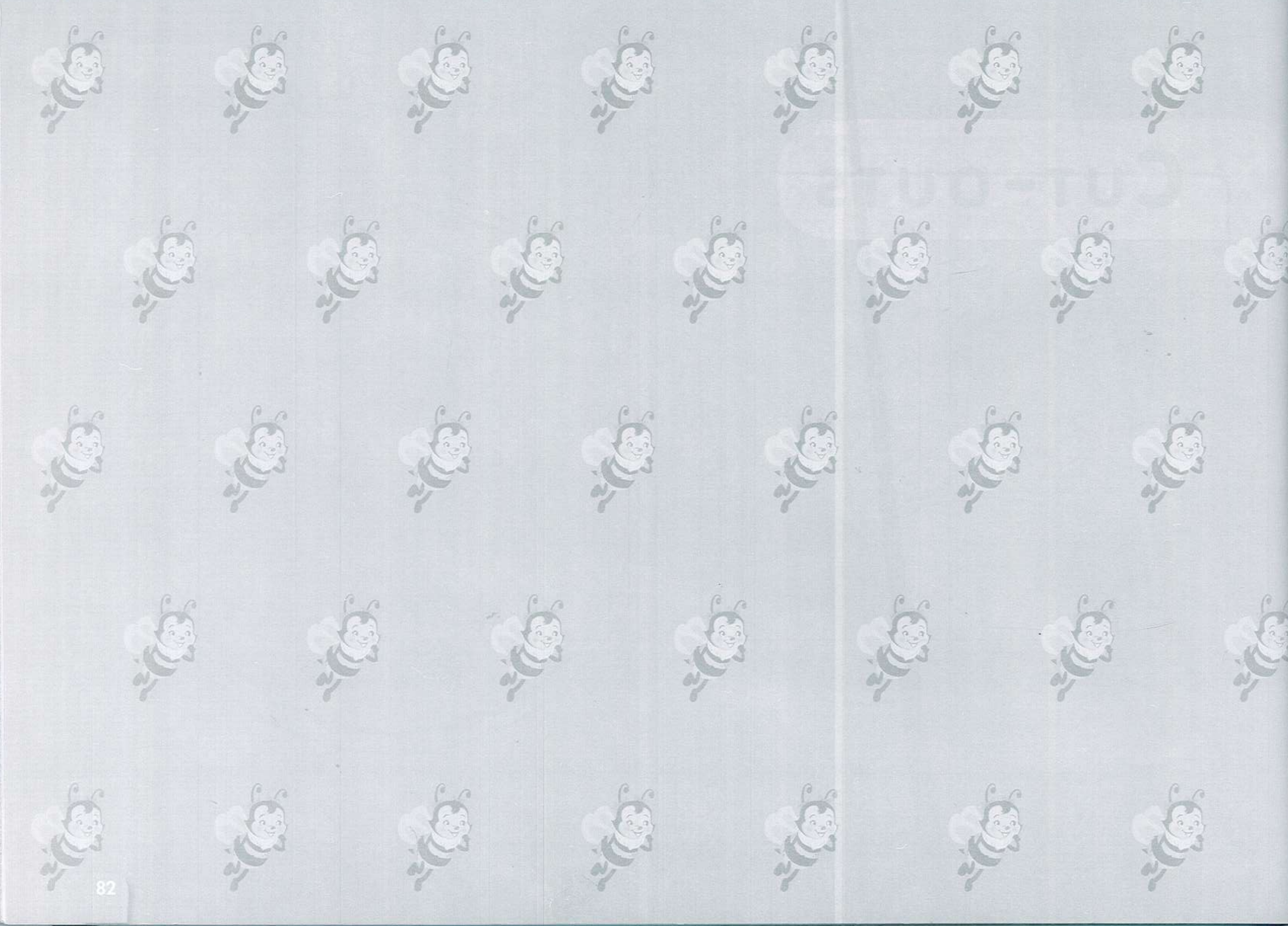
## 2 Point and say





Go to page 95

Revision of language and vocabulary from units 5–8







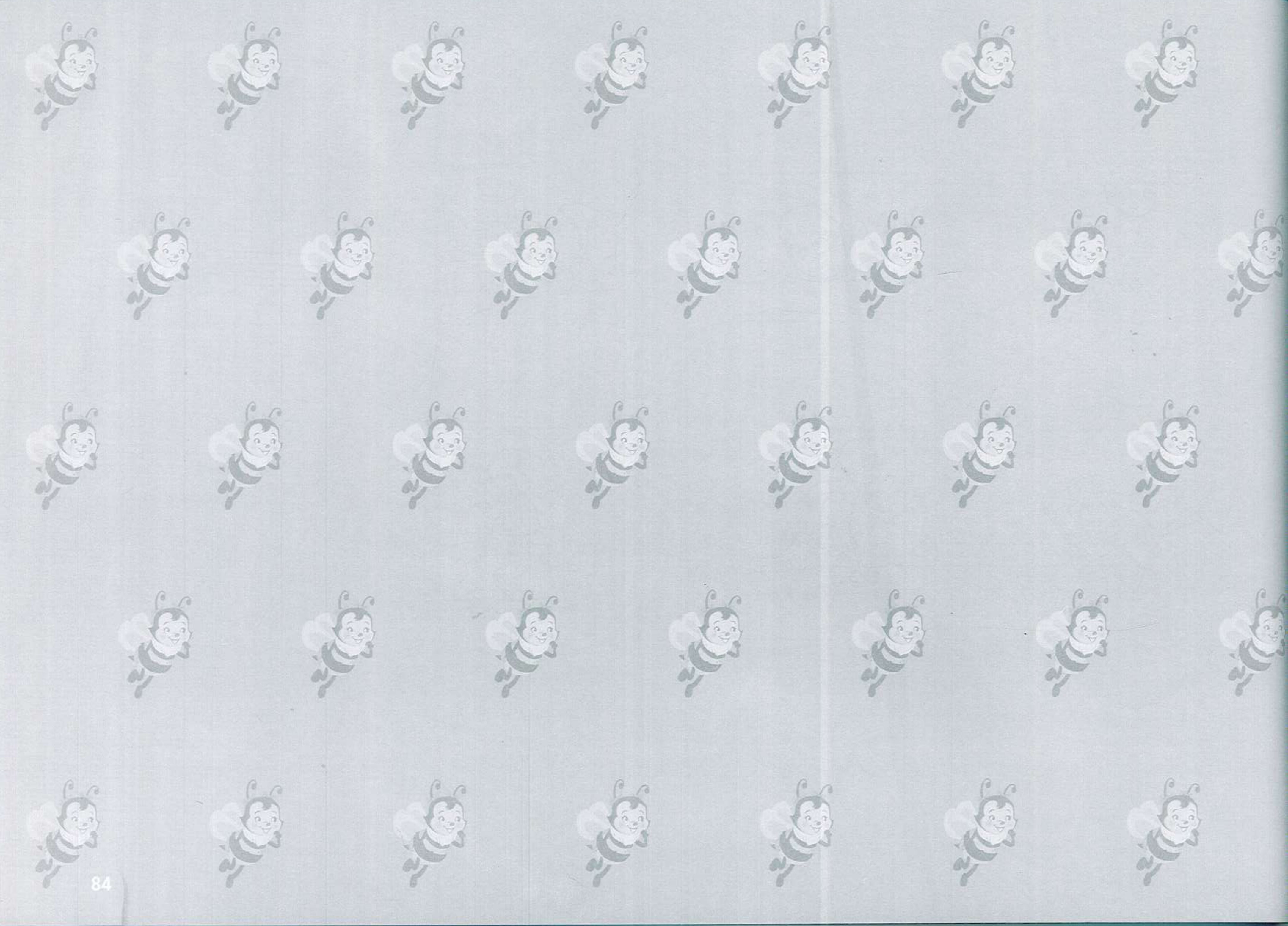












Unit 4 It's a party



Unit 3 Let's go outside!

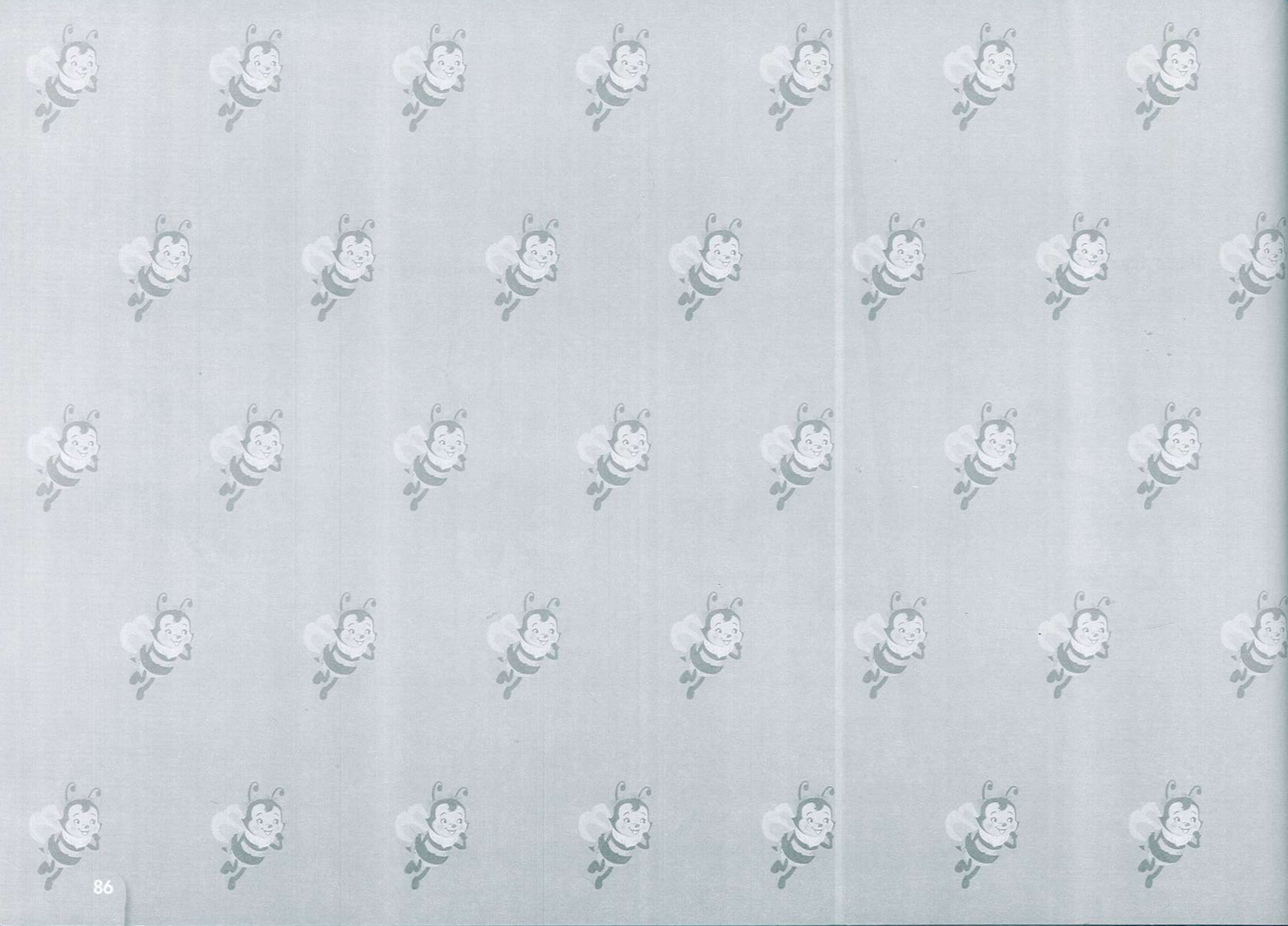


Unit 2 My community

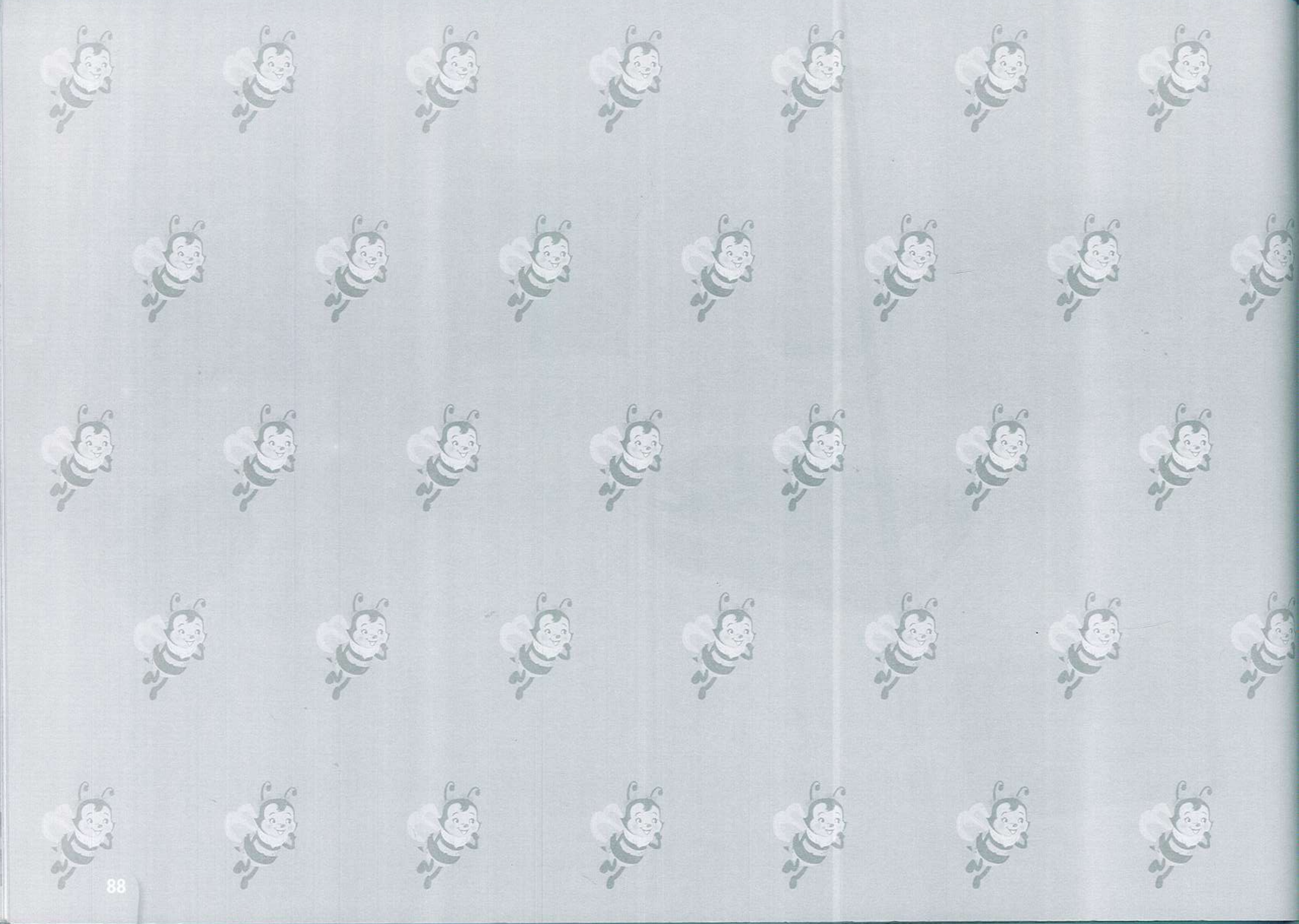


Unit 1 I can jump!



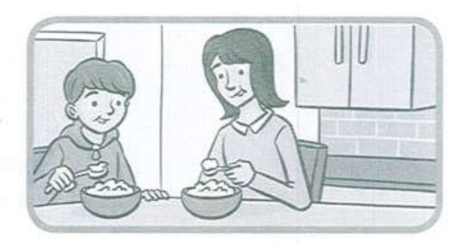








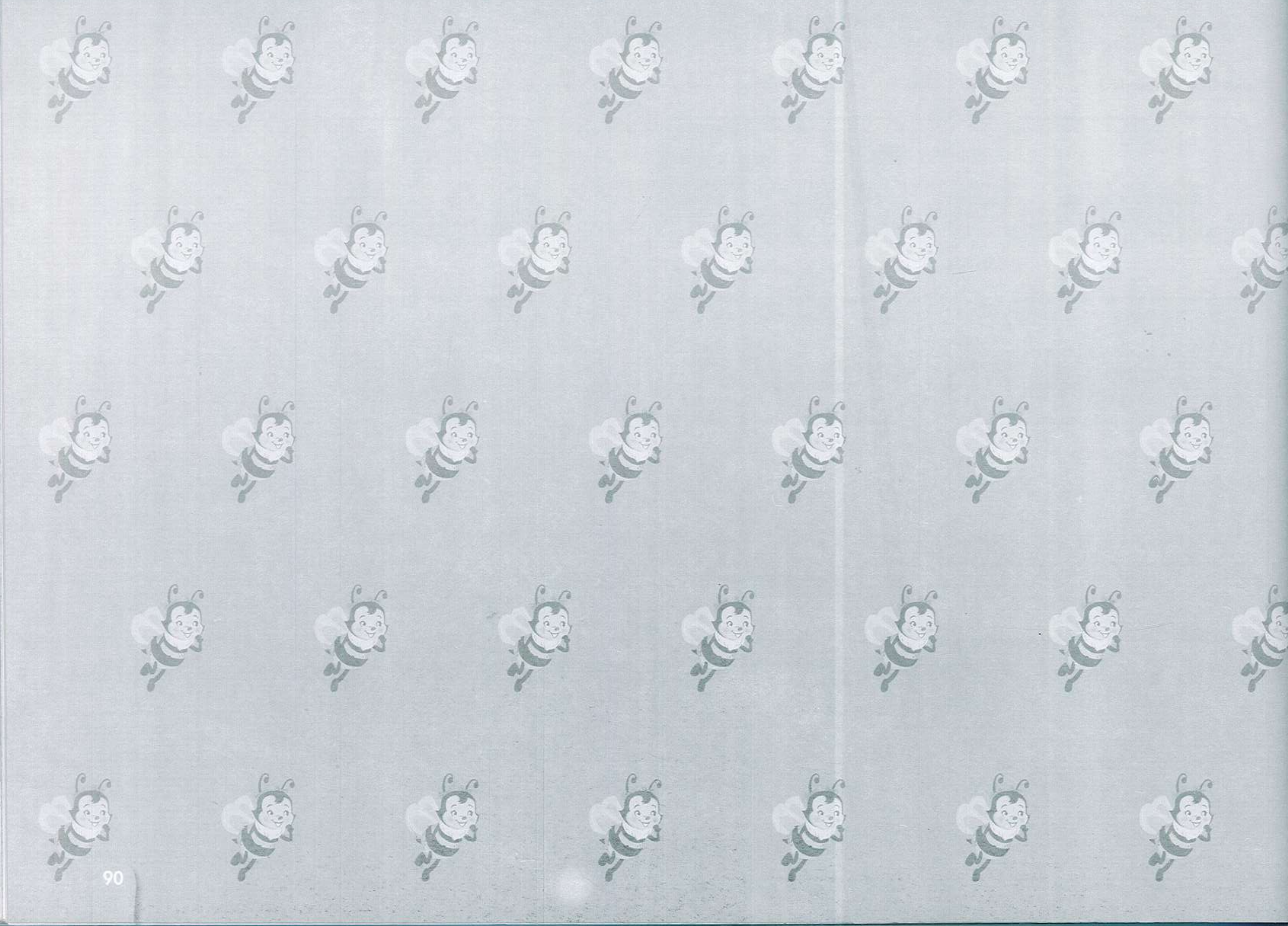










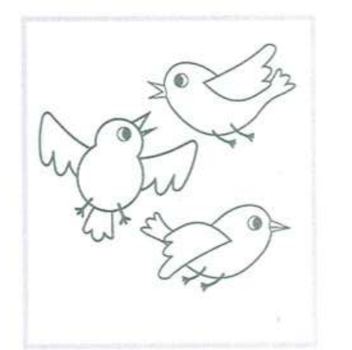


**Unit 3** Let's go outside!



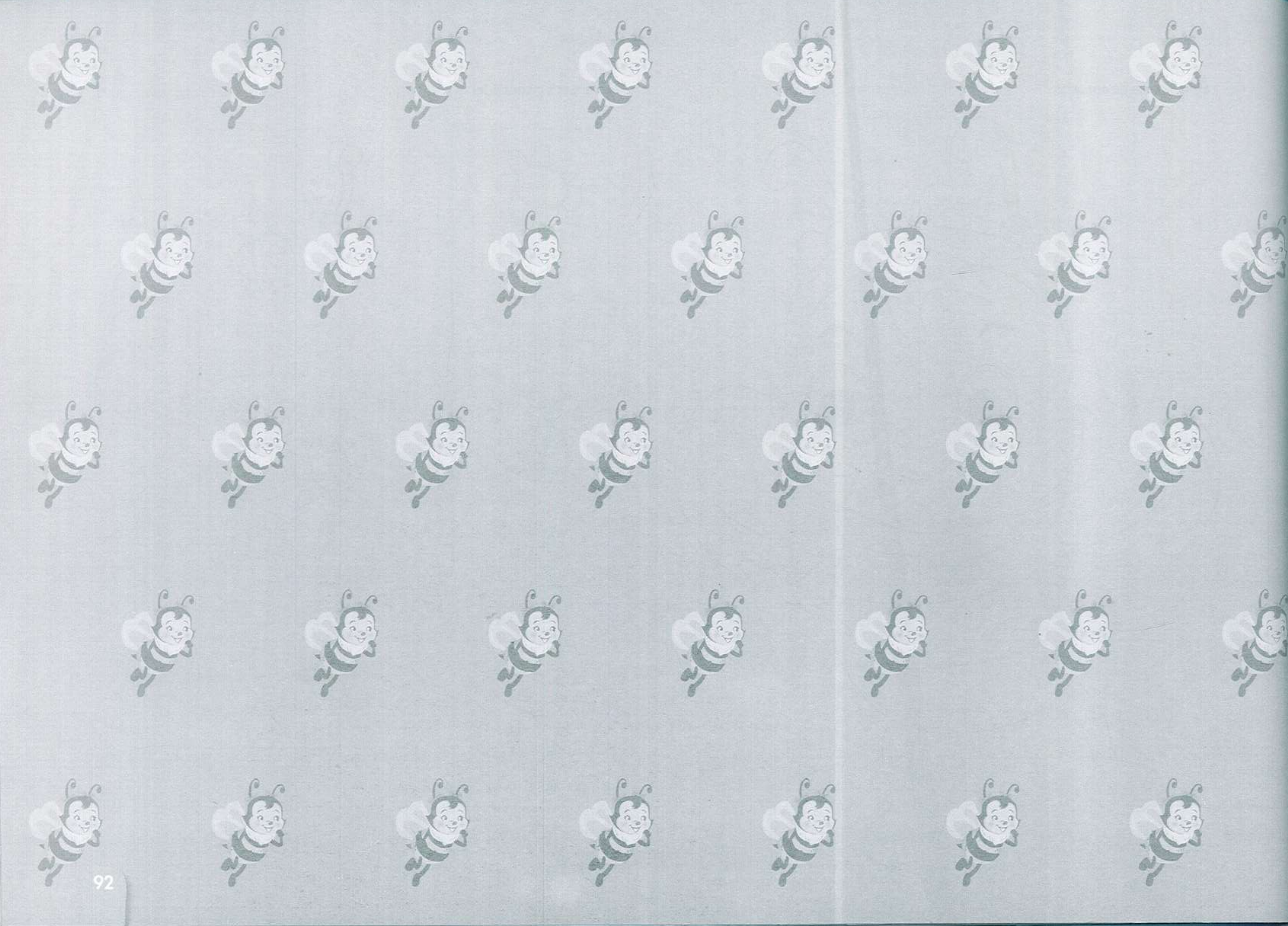




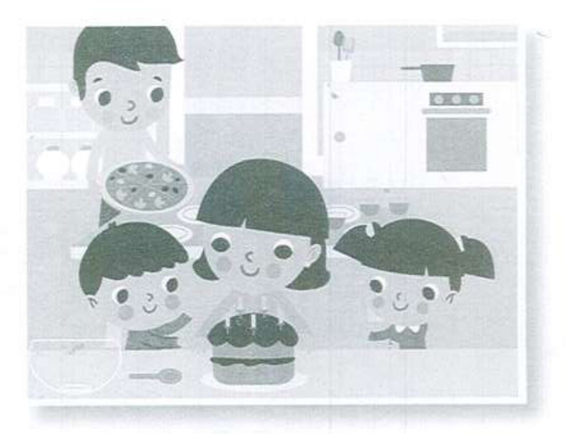












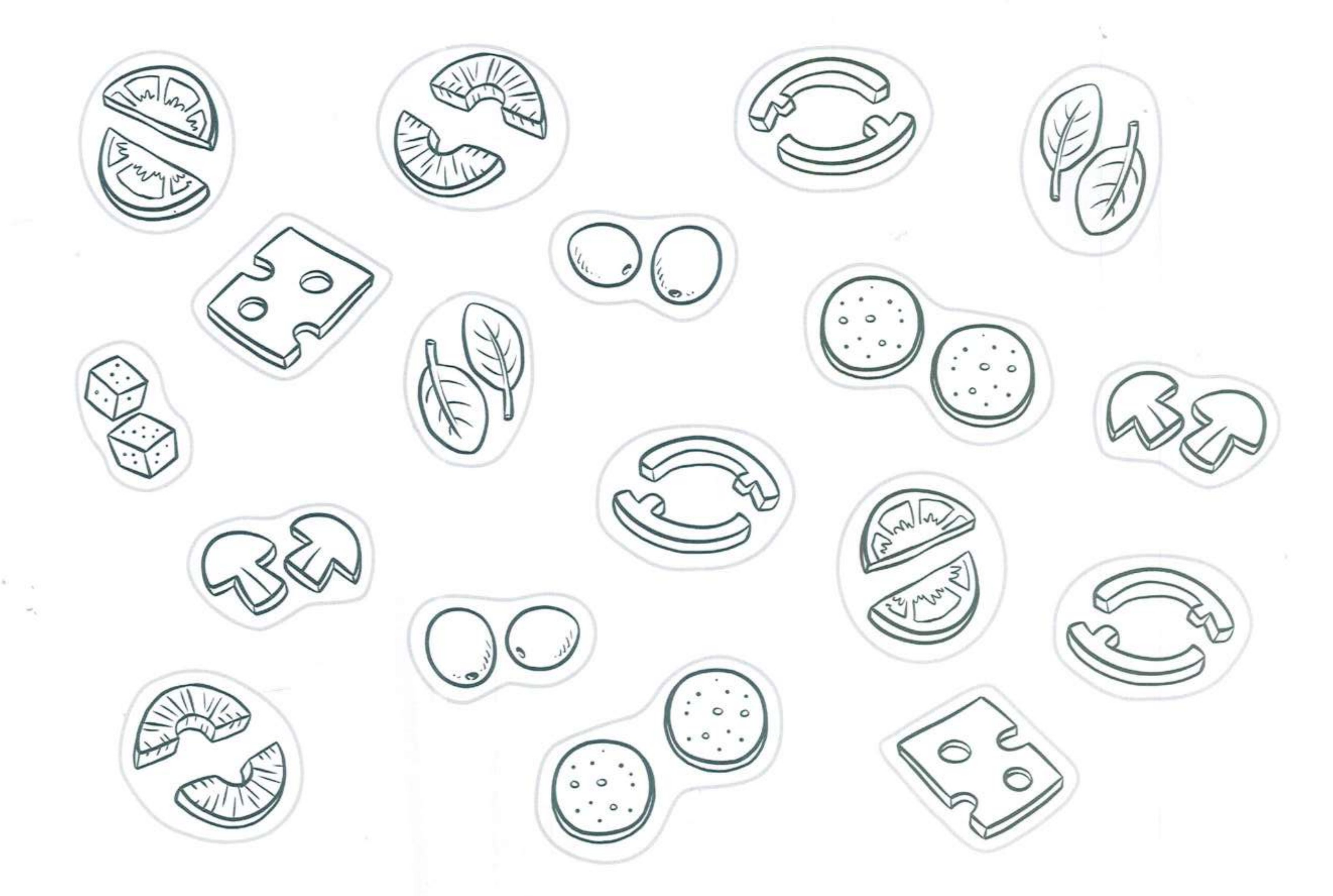


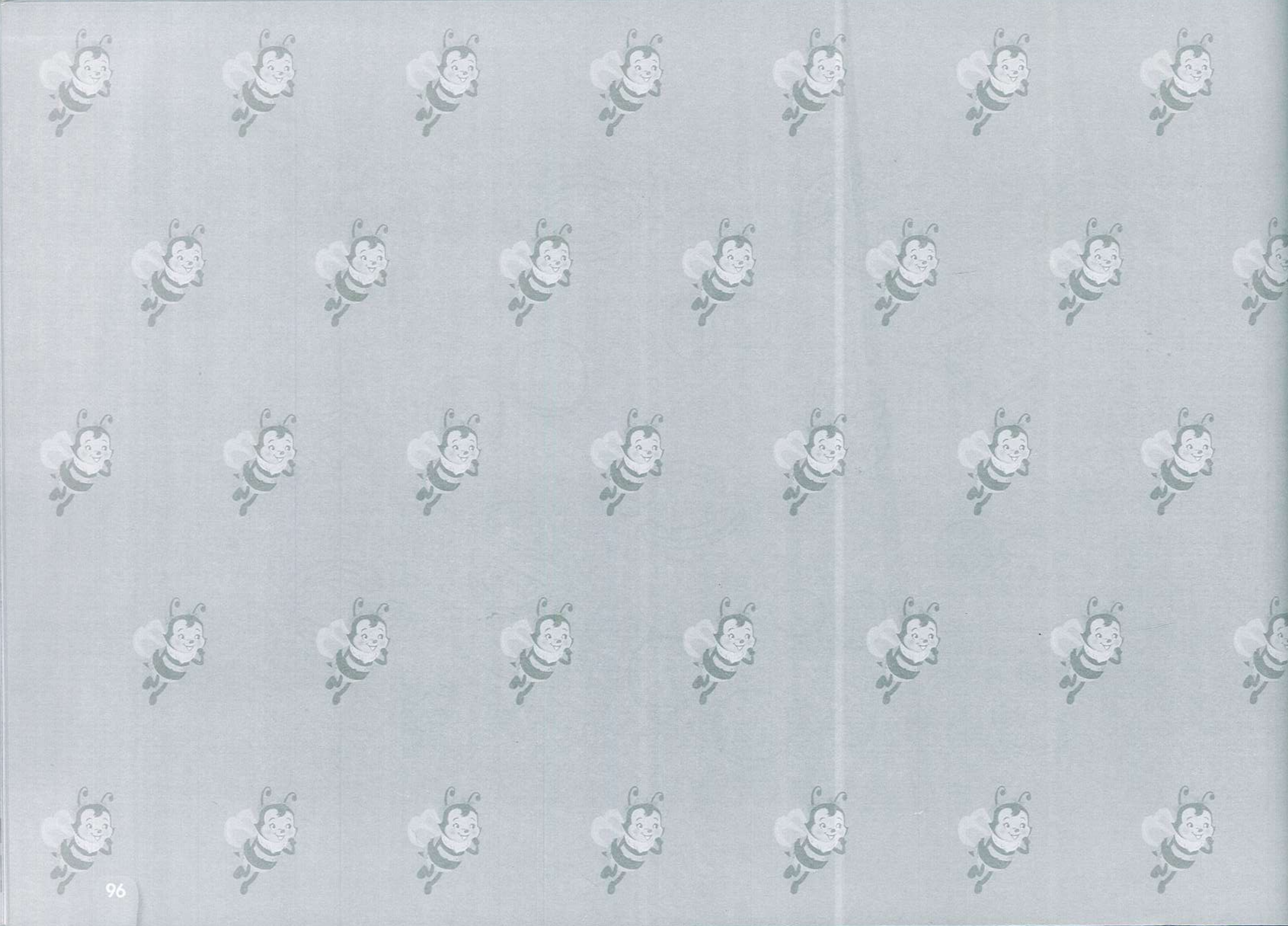


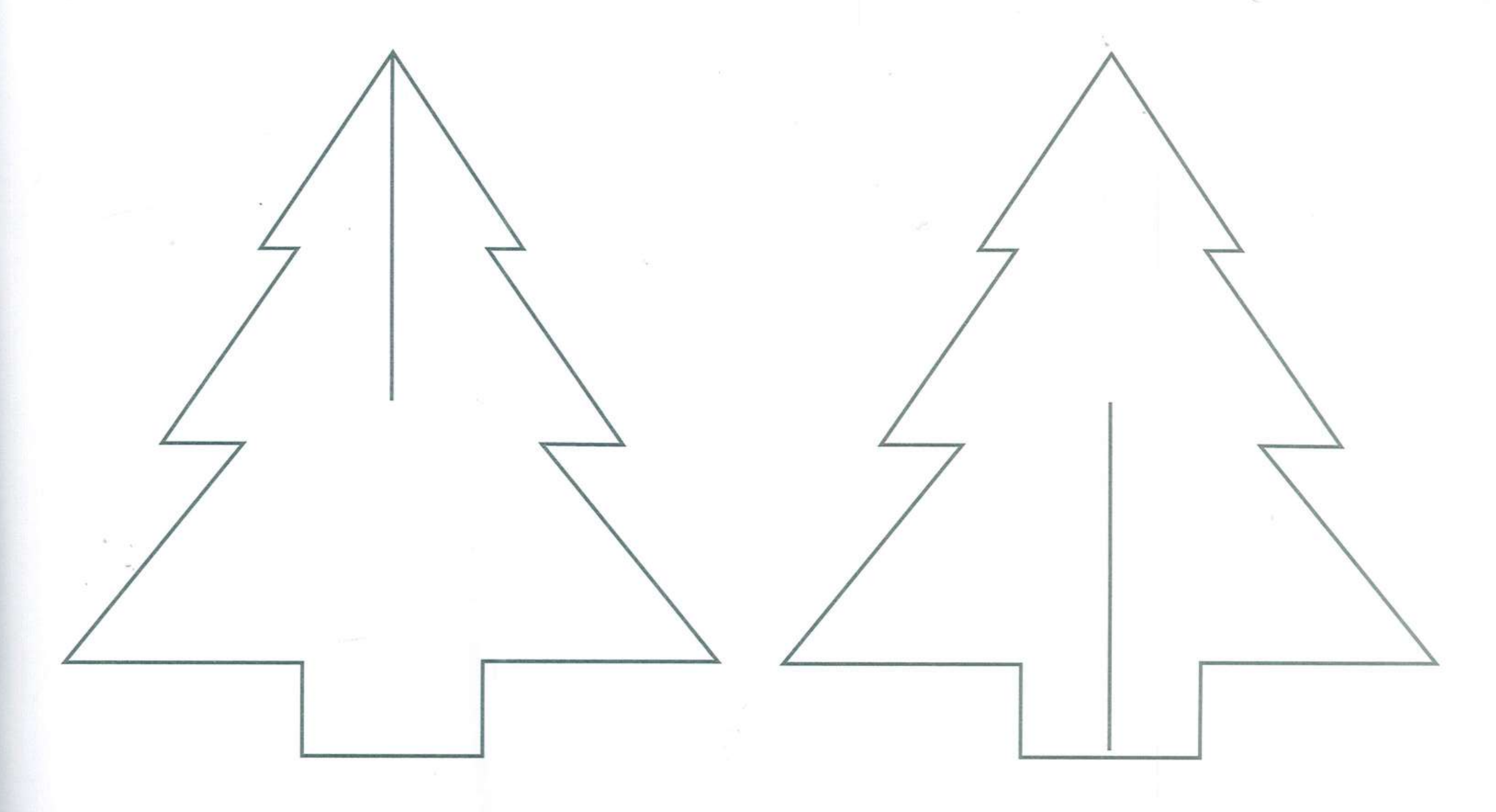












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